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1908/09



THE TWENTY-THIRD  
CATALOG OF THE  
INTERNATIONAL  
YOUNG MEN'S  
CHRISTIAN ASSOCIATION  
TRAINING SCHOOL  
SPRINGFIELD, MASS. ....: 1907-1908

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ANNOUNCEMENTS

1908-1909

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UNIVERSITY OF ILLINOIS

Commencement, Friday, June 12, 1908

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INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION TRAINING SCHOOL  
SPRINGFIELD, MASSACHUSETTS



TWENTY-THIRD ANNUAL CATALOGUE OF THE INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION TRAINING SCHOOL

SPRINGFIELD, MASS.

FOUNDED IN 1885

1907 - 1908



WITH ANNOUNCEMENTS FOR 1908-1909

APRIL, 1908

## Calendar

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Regular meetings of the Trustees on the third Wednesdays of September and March, and on the third Friday in June.

Annual meeting of the Corporation on the third Friday in June.

School financial year, September 1 to August 31.

### 1908

January 3—Friday, . . . . . Beginning of Winter Term.  
February 25-27, . . . . . New England Secretaries' Conference.  
March 14-20, . . . . . Senior Trip.  
March 20—Friday, . . . . . End of Winter Term.  
March 31—Tuesday, . . . . . Beginning of Spring Term.  
June 12—Friday, . . . . . Commencement.  
September 23—Wednesday, . . . . . Beginning of Fall Term.  
December 23—Wednesday, . . . . . End of Fall Term.

### 1909

January 5—Tuesday, . . . . . Beginning of Winter Term.  
New England Secretaries' Conference, Date to be announced.  
March 13-19, . . . . . Senior Trip.  
March 20—Saturday, . . . . . End of Winter Term.  
March 30—Tuesday, . . . . . Beginning of Spring Term.  
June 11—Friday, . . . . . Commencement.

There will be no School sessions on legal holidays.

For general information concerning the School, or for admission to the Secretarial Course, apply to President L. L. Doggett.

Persons desiring information concerning the Physical Course, or admission to it, are invited to correspond with Dr. James H. McCurdy.

# Corporators and Trustees

The names of the Trustees are italicized.

Australia, S., Adelaide, Harry A. Wheeler.	Massachusetts, Springfield, J. T. Bowne.
" Victoria, Melbourne, L. L. Pierce.	" " <i>Geo. D. Chamberlain.</i>
" " " " L. A. Wilcox.	" " Wm. Knowles Cooper.
Brazil, Rio Janeiro, Myron A. Clark.	" " <i>L. L. Doggett.</i>
" Sao Paulo, Alvaro Almeida.	" " R. W. Ellis.
France, Paris, Charles Bonnamaux.	" " W. D. Kinsman.
" " E. Buscarlet.	" " H. A. Moses.
" " M. B. Rideout.	" " <i>Wm. Orr.</i>
Great Britain, England, London, M. H. Hodder.	" " <i>Rev. D. A. Reed.</i>
" " " " W. H. Mills.	" " H. W. Russell.
" " " " J. H. Putterill.	" " A. B. Wallace.
" " Scotland, Edinburgh, R. H. Smith.	" " <i>W. E. Waterbury.</i>
Hawaii, Honolulu, Hon. Henry Waterhouse.	Michigan, Detroit, W. H. Ball.
Korea, Seoul, P. L. Gillett.	" " H. G. Van Tuyl.
Portugal, Oporto, Rudolf Horner.	Missouri, Kansas City, Witten McDonald.
South Africa, Adams, Natal, George B. Cowles.	New Hampshire, Concord, Allen Folger.
Sweden, Stockholm, Baron Edward Barnekow.	New Jersey, Orange, <i>L. E. Hawkins.</i>
Switzerland, Geneva, Rev. Gustave Tophel.	" " <i>C. T. Kilborne.</i>
Ontario, Toronto, C. M. Copeland.	" " John Roy.
" " <i>Robert Kilgour.</i>	" " Plainfield, C. W. McCutcheon.
" " F. M. Pratt.	" " W. D. Murray.
" " Ottawa, T. D. Patton.	" " Summit, Charles B. Grant.
Quebec, Montreal, <i>D. A. Budge.</i>	" " Trenton, W. W. Fry.
" " F. W. Kelley.	New York, Albany, Clarence Valentine.
" " J. E. Merritt.	Brooklyn, C. W. Dietrich.
" " D. W. Ross.	" " <i>Luther Gulick.</i>
" " C. T. Williams.	" " F. B. Pratt.
Alabama, Birmingham, James Bowron.	" " <i>H. L. Pratt.</i>
" " Joseph Hardie.	" " H. L. Smith.
California, Pasadena, Arthur G. Merriam.	" " Buffalo, S. M. Clement.
" " Riverside, J. George Hunter.	" " Geneva, T. C. Maxwell.
" " San Francisco, H. J. McCoy.	" " Jamestown, W. A. Keeler.
Colorado, Denver, Donald Fletcher.	" " Medina, W. A. Bowen.
Connecticut, Hartford, Noel H. Jacks.	" " New York, <i>J. C. Armstrong.</i>
" " New Britain, F. D. Fagg.	" " Fred W. Atkinson.
" " F. G. Platt.	" " T. M. Balliet.
" " New Haven, W. G. Lotze.	" " <i>Frederick Billings.</i>
" " Waterbury, Robert S. Ross.	" " <i>Cephus Brainerd.</i>
District of Columbia, Washington, Merrill E. Gates.	" " <i>Wm. T. Brown.</i>
" " " " <i>Hon. H. B. F. McFarland.</i>	" " J. W. Cook.
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Georgia, Atlanta, W. Woods White.	" " H. D. Dickson.
Illinois, Chicago, I. E. Brown.	" " G. J. Fisher.
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Kentucky, Louisville, J. L. Wheat.	" " W. S. Richardson.
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Massachusetts, Boston, <i>R. M. Armstrong.</i>	" " George A. Warburton.
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" " <i>Arthur S. Johnson.</i>	" " Charlotte, F. C. Abbott.
" " <i>G. W. Mehaffey.</i>	" " Winston-Salem, P. M. Colbert.
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" " Campello, <i>Preston B. Keith.</i>	" " G. K. Shurtleff.
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" " Fitchburg, Frederick Fosdick.	Pennsylvania, Erie, C. W. Davenport.
" " Holyoke, C. W. Rider.	" " Philadelphia, Thos. DeWitt Cuyler.
" " Lynn, Henry P. Emerson.	" " Pittsburg, Benjamin Thaw.
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" " Somerville, <i>George E. Day.</i>	" " Knoxville, James H. Cowan.
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" " Springfield, Geo. B. Affleck.	Vermont, Burlington, W. J. Van Patten.
" " " " <i>Dr. W. F. Andrews.</i>	" " Montpelier, A. J. Howe.
" " " " <i>Geo. C. Baldwin, Jr.</i>	Virginia, Richmond, Joseph Bryan.
" " " " <i>Charles H. Barrows.</i>	" " L. A. Coulter.
" " " " <i>H. H. Bowman.</i>	Washington, Seattle, E. C. Kilbourne.

# Officers and Committees

## 1907-1908

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PRESIDENT		
L. L. DOGGETT, PH. D.	.	Springfield, Mass.
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EXECUTIVE COMMITTEE		
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COMMITTEE ON INSTRUCTION		
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W. R. NEWHALL	.	Somerville, Mass.
T. M. BALLIET	.	New York City.
R. C. MORSE	.	New York City.
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L. E. HAWKINS	.	Orange, N. J.
A. S. JOHNSON	.	Boston, Mass.
SUB-COMMITTEE ON PHYSICAL COURSE		
T. M. BALLIET	.	New York City.
R. C. MORSE	.	New York City.
GEO. L. MEYLAN	.	New York City.
JAMES H. McCURDY, Secretary	.	Springfield, Mass.
SILVER BAY		
H. S. LUDLOW	.	Troy, N. Y.
GEO. A. Warburton	.	New York City.
L. L. DOGGETT	.	Springfield, Mass.

### SEMINARS AND THESES

PROFESSORS H. M. BURR, J. H. McCURDY, L. L. DOGGETT.

### DEGREES

PROFESSORS H. M. BURR, J. H. McCURDY, F. N. SEERLEY.



## Members of the Faculty

---

L. L. DOGGETT, PH. D., President; *History and Literature of the Young Men's Christian Association, Religious Pedagogy*,  
60 Northampton Avenue.

A. B., Oberlin College, 1886; assistant state secretary Ohio Young Men's Christian Associations, 1888; student Union Seminary, 1889; B. D. Oberlin Theological Seminary, 1890; A. M., Oberlin College, 1890; general secretary town Young Men's Christian Association, Oberlin, 1890; assistant state secretary Ohio Young Men's Christian Associations, 1890-93; Ph. D., Leipsic University, 1895; state secretary Ohio Young Men's Christian Associations, 1895-96; president International Young Men's Christian Association Training School, Springfield, Mass., 1896—; author "History of the Young Men's Christian Association," Vol. I., 1896; "History of the Boston Young Men's Christian Association," 1901; "Life of Robert R. McBurney," 1902; principal Silver Bay Institute, 1903—.

J. T. BOWNE, M. H.; *Librarian and Instructor in Association Methods*,  
121 Northampton Avenue.

In business, 1863-77; secretary Young Men's Christian Association, Hudson, N. Y., 1877-78; assistant secretary Brooklyn Association, 1878-80; secretary Newburgh, N. Y., Association, 1880-83; in charge of Secretarial Bureau of International Committee, New York City, 1883-85; instructor and librarian Training School, Springfield, Mass., 1885—; founder Historical Library of the American Young Men's Christian Associations, 1877; founder of the Secretaries' Insurance Alliance, 1880; joint editor of "Association Handbook," 1887-92; author "Decimal Classification for Association Publications," 1891; joint author "Decimal Classification for Physical Training," 1901; compiler "Classified Bibliography of Boy Life and Organized Work with Boys," 1906; M. H., Training School, 1906.

F. N. SEERLEY, B. PH., M. D., M. H.; *Anatomy, Psychology, and Personal Evangelism* . . . . . 180 Westford Avenue.

General secretary Young Men's Christian Association, Iowa City, Iowa, 1883-85; general secretary Davenport, Iowa, Association, 1886-87; general secretary Oshkosh, Wis., Association, 1888-89; student Training School, Springfield, Mass., 1889-90; instructor Training School, 1890—; M. D., State University, Vermont, 1891; B. Ph., State University, Iowa, 1896; student Clark University Summer School three years; official lecturer for the American Society of Sanitary and Moral Prophylaxis, 1907—; member Springfield Board of Education, 1896—; editor *Association Seminar*, 1901—; student in psychology at University of Paris and physical director Paris Young Men's Christian Association, 1903-04; M. H., Training School, 1907.

H. M. BURR, B. A., B. D.; *Christian History and Sociology*,  
250 Alden Street.

B. A., Amherst College, 1885; B. D., Hartford Theological Seminary, 1888; assistant pastor of First Church, Lowell, Mass., 1899; pastor Park Church, Springfield, Mass., 1890-92; instructor in Training School, 1892—; post-graduate work in sociology, economics and psychology at Columbia University, 1897; "Studies in Adolescent Boyhood," 1907.

J. H. MCCURDY, M. D., M. P. E.; *Physiology, Physiology of Exercise, Director of Gymnastics and Athletics, Football Coach*,  
93 Westford Avenue.

Assistant secretary, Bangor, Me., 1887; physical director, Auburn, Me., 1888; student Training School, 1889-90; athletic and aquatic director New York City

Association, 1891-94; M. D., New York University, 1893; physical and medical director Twenty-third Street Branch Association, New York City, 1893-95; instructor Training School, 1895—; graduate student in physiology of exercise Harvard Medical School, 1896 and 1900; lecturer on physiology of exercise and on bibliographical methods in physical training, Harvard Summer School, 1903—; joint author "Decimal Classification for Physical Training," 1901; member of the Academy of Physical Education, of the Physical Directors' Society of the Young Men's Christian Association of North America, and of the Society for the Study of Athletics; author "Bibliography of Physical Training," 1905; editor "American Physical Education Review," 1906—; M. P. E., Training School, 1907; Honorary Graduate Sargent Normal School, 1907.

W. G. BALLANTINE, D. D., LL. D.; *The Bible*, 321 St. James Avenue.

A. B., Marietta College, 1868; A. M., 1874; graduate Union Theological Seminary, New York, 1872; student University of Leipsic, 1872-73; D. D., Marietta College, 1885; LL. D., Western Reserve University, 1891; assistant engineer American Palestine Exploring Expedition, 1873; professor of chemistry and natural science, Ripon College, 1874-76; assistant professor of Greek, Indiana University, 1876-78; professor of Greek and Hebrew, Oberlin Theological Seminary, 1878-81; professor of Old Testament language and literature, 1881-91; president Oberlin College, 1891-96; instructor Training School, 1897—; author of "Inductive Logic" and "Inductive Bible Studies," published by the International Committee Young Men's Christian Associations; student University of Berlin, 1907.

ELMER BERRY, B. S.; *Physics, Chemistry, Physiology, Gymnastics and Athletics, Fencing*, . . . . . 154 Alden Street.

B. S., University of Nebraska, 1901; student assistant Physical Department University of Nebraska, 1899-1901; second lieutenant Nebraska University Cadets, 1901; graduate Training School, Springfield, Mass., 1902; Fellow Training School, 1903; assistant instructor Training School, 1903-04; instructor Training School, 1904—; editor "A Manual of Marching"; instructor physiology of exercise, Silver Bay Summer Institute, 1906—.

R. L. CHENEY, B. S., B. H.; *Financial Secretary, Association Methods*,

B. S., Oberlin College, 1898; in business, 1898-99; graduate Training School, 1901; assistant secretary Albany Association, 1901-03; general secretary Niagara Falls Association, 1903-07; B. H., Training School, 1907; instructor in Training School, 1907—.

F. S. HYDE, B. A., B. D.; *General History, English, Music*, 55 Sherman Street.

Graduate Amherst College, 1888; teacher in Syrian Protestant College, Beirut, Syria, 1888-92; graduate Union Theological Seminary, N. Y., 1894; pastor Congregational Church, Groton, Conn., 1894-07; instructor Training School, 1907—.

W. K. COOPER; *Association Methods*, . . . . . 44 Firglade Avenue.

In business, 1883-90; general secretary Young Men's Christian Association, Norristown, Pa., 1890-93; secretary Eastern District Branch, New York City, 1893-98; general secretary Young Men's Christian Association, Springfield, Mass., 1898—; Training School, 1907—.

G. B. AFFLECK, B. A., B. P. E.; *Hygiene, Anthropometry, History of Physical Training*, . . . . . 287 Hickory Street.

Graduate Manitoba Provincial Normal School, 1895; B. A., University of Manitoba, 1897; assistant secretary Young Men's Christian Association, Winnipeg, 1898-99; graduate Training School, Springfield, Mass., 1901; physical director, State Normal School, Cedar Falls, Ia., 1901-07; B. P. E., Training School, 1907; physical director, Central Department Young Men's Christian Association, Chicago, Ill., 1907-08; instructor Training School, 1908—.

## Other Instructors

MRS. CAROLYN D. DOGGETT, M. A. . . . 60 Northampton Avenue.

*English Literature*

A. B., Oberlin College, 1890; M. A., Wellesley College, 1893; Leipsic University, graduate work in English, 1894-95; instructor in Greek and general history, Pike Seminary, Pike, N. Y., 1885-88; principal Women's Department and professor English literature and English history, Washburn College, Topeka, Kan., 1893-94; instructor English literature, Training School, 1898—; instructor MacDuffie School, 1906—.

J. F. SIMONS, '00 . . . . . 154 Alden Street.

*Assistant Librarian*

E. S. CONKLIN, '08 . . . . . Dormitory Building.

*English*

CLARENCE BAKER, '08 . . . . . Dormitory Building.

*Mathematics, Student Assistant Gymnastics, Athletics*

F. J. GRAY, '06 . . . . . 154 Alden Street.

*Graduate Instructor Gymnastics, Athletics, Wrestling*

MISS I. A. RICHARDSON . . . . . 10 Wilbraham Avenue.

*Association Bookkeeping and Commercial Law*

H. A. COOK, '08 . . . . . Dormitory Building.

*Student Assistant Gymnastics, Athletics*

T. E. JONES, '08 . . . . . Dormitory Building.

*Student Assistant Gymnastics, Athletics*

D. C. NORTH, '08 . . . . . Dormitory Building.

*Student Assistant Gymnastics, Athletics, Boxing, Swimming, Association Football*

A. C. HEIMSATH, '09 . . . . . Dormitory Building.

*Student Assistant Gymnastics, Athletics*

G. A. CRISPIN, '08 . . . . . Dormitory Building.

*Student Assistant Gymnastics, Athletics*

F. L. HONHART, '08 . . . . . Dormitory Building.

*Student Assistant Gymnastics, Athletics*

LAURENCE TAYLOR . . . . . 4 Lebanon Street.

*Student Assistant Gymnastics, Athletics*

MRS. A. B. REY . . . . . Woods Hall.

*Matron*

## Students

---

### Graduate Students

Gray, Franklin Justus	P	Brooklyn, N. Y.
Seller, Tennyson Joseph	S	Canning, N. S.

Two Graduates.

### Senior Class (1908)

Bailey, Jay Wheeler, A. B.	P	Findlay, Ohio.
Baker, Clarence, B. Di.	P	Cedar Falls, Ia.
Bauer, Emery Andrew, B. S.	P	Ilion, N. Y.
Conklin, Edmund Smith	S	New Britain, Conn.
Cook, Harry Alexander	P	Everett, Wash.
Crispin, George A.	P	Charleston, Ill.
Cunningham, Everett Carleton	P	Gloucester, Mass.
Draper, George Orrin	P	Norwich, Conn.
Flower, Russell Sheldon	S	Rupert, Vt.
Freeman, Judson P.	S	Brookfield, N. S.
Gould, Allison Almon	P	Rome, N. Y.
Greenwood, Hiram James	P	Lynn, Mass.
Honhart, Fred Louis	P	Warren, Pa.
Johnson, Austin Garfield, B. Di.	P	Slater, Ia.
Johnson, Joseph Levien, B. Di.	P	Huxley, Ia.
Jones, Thomas Edward, B. Di., M. Di.	P	Cresco, Ia.
Kilbourne, Charles John	P	Rome, N. Y.
McGuire, Harry Ogden	P	Toronto, Ont.
Miller, Jesse Blaine	P	Findlay, Ohio.
North, Donald Christopher	P	London, England.
Pratt, George Charles	S	Minneapolis, Minn.
Prentice, Harper Howland	S	Berkshire, N. Y.
Robbins, Bradford Hilton, B. A.	P	Yarmouth, N. S.
Stilmar, Louis Henry	S	Geneva, N. Y.
Twichell, Henry Sessions	S	Brookfield, Mass.
White, Frederick Glover	S	Nottingham, England.

Twenty-six Seniors.

### Middle Class (1909)

Andrews, Ernest Howard	P	Deckerville, Mich.
Bandlow, Lessing	P	Cleveland, Ohio.



Bingemann, Charles William	S	Buffalo, N. Y.
Briggs, Chester Everette	P	Salem, Mass.
Brock, John Drummond	P	Brooklyn, N. Y.
Coe, George Allen	S	Paterson, N. J.
*Cook, William Thomas	P	Cedar Falls, Ia.
Cubbon, Robert Charles	P	Cleveland, Ohio.
Dickinson, Charles Alexius	S	Wellington, N. Z.
Field, Lewis Henry	P	Fairhaven, Mass.
Fieldbrave, Alfred	S	Allahabad, India.
Fleming, George Rennick	P	Cleveland, Ohio.
Gahan, Percy Veranus	P	Montreal, P. Q.
*Goss, George Edward	P	Fall River, Mass.
Graves, Arthur Spaulding	P	Monson, Mass.
Hall, Richard Mant	P	Brooklyn, N. Y.
Heimsath, Albert Charles	P	Cleveland, Ohio.
Holm, Alexander Lommel	P	Newport, R. I.
Kramer, George R. D., Jr.	P	Cedar Falls, Ia.
La Ganke, Wilbur Edmund, B. S.	S	Cleveland, Ohio.
Mann, Leon	S	Paris, France.
McNicol, Donald William	S	Winnipeg, Man.
Messer, Guerdon Norris	P	Springfield, Mass.
Moller, Ernest Frederick	P	Brooklyn, N. Y.
Morise, Yosokichi	S	Tokyo, Japan.
Northcott, Herbert William	S	Victoria, B. C.
Payton, Arthur Robert	P	Leominster, Mass.
Preston, Thomas Davis	S	Dublin, Ireland.
Richards, Freelon Oscar	P	Bar Harbor, Me.
Russell, Robert Wharton	S	Winnipeg, Man.
Shaw, Edward Downs	S	Bridgeport, Conn.
Sherman, Byron Grant	P	Putnam, Conn.
Stine, J. Howard	P	Seattle, Wash.
Stock, George Edward	P	Springfield, Mass.
Strout, Reginald Clark	S	La Crosse, Wis.
Taylor, Laurence	P	Springfield, Mass.
Warner, Ralph Loring	P	Northampton, Mass.
Whitbeck, Winfield Scott	S	Albany, N. Y.

Thirty-eight Middlers.

### Junior Class (1910)

*Beekman, Albert J.	S	New Brunswick, N. J.
Booth, William Henry	S	Granby, Que.
Branson, Cecil Babington	S	Harrogate, England.
Bridges, Dwight Thomas	P	Bridgeport, Conn.
Buck, Harry Crow	P	Duncannon, Pa.
Burr, Harold Saxton	S	Springfield, Mass.
**Cho, Nam Pok	S	Seoul, Korea.

Colton, Herbert Porter	P	Dorchester, Mass.
Carson, James Morley	S	Moncton, N. B.
Crosier, Frank Alson	P	Brattleboro, Vt.
Emerson, George Berry	P	Everett, Mass.
Edgerly, Eugene Fred	P	Cambridge, Mass.
Erfling, Fritz Arthur	P	Buffalo, N. Y.
Erismann, Albert Julius	P	Lincoln, Neb.
Farnham, Isaiah Henry	S	Wellesley, Mass.
Gardner, Lester	P	Newark, Ohio.
Guillow, Ralph Edmund	P	Troy, N. H.
Hadcock, Percy William	P	Orangeville, Ont.
*Hager, Emmett James	P	Johnstown, N. Y.
*Hemmen, Hermann Thomas	P	Boston, Mass.
Hoffman, James Irvie	S	Coatesville, Pa.
Howard, William Noble	P	Springfield, Mass.
Hulek, Emil Aloys	P	Hamilton, Ont.
Jackson, Robert Benjamin	S	Brantford, Ont.
James, Marinus	S	Vlaardingen, Holland.
Kingsbury, Elliot Grover	P	Springfield, Mass.
Lewis, Chauncey Brainyard	P	Springfield, Mass.
*Marshall, Harold Kendricks	P	Providence, R. I.
McCulloch, Joseph Howard	P	New York City.
**Min, Yiung Sung	S	Seoul, Korea.
Parker, Howard Troop	S	Mattapan, Mass.
Pixley, Alonzo Robertson	S	Springfield, Mass.
Porter, Fenno Joudrey	S	Boston, Mass.
Rice, Pearl B.	P	Danville, Ia.
Roberts, Charles Seymour	S	Hinckley, Me.
*Robinson, Ralph Porter	P	Bradford, Mass.
Ryan, Edward Michael	S	Wellington, N. Z.
Smullin, Kenneth Earnest	P	Kane, Pa.
Stearns, Archie James	P	West Springfield, Mass.
Storr, John Harlow	S	Wellington, N. Z.
Strawbridge, Samuel A.	S	New York City.
Summers, James Stewart	P	Ballarat, Australia.
Van Velsor, Harry Ashby	P	Buffalo, N. Y.
Wall, Garrett Sutton	S	Harrisburg, Pa.
Wilkinson, William Andrew	S	Winnipeg, Man.
Winters, Frank John	P	Lincoln, Neb.
Wood, Lloyd Embry	P	Moncton, N. B.
Wright, Fred Dawson,	S	Sydney, N. S.
Wright, Samuel Frederick	P	Orange, N. J.

Forty-nine Juniors.

S Secretarial Course.

P Physical Course.

\* Partial Course.

\*\* Special Course.

## Object

The Training School is an agency of the Young Men's Christian Associations. It was created and has been carried on by representatives of these organizations in this and other lands. It has two courses of study:

1. *The Secretarial.* This course prepares men for the various forms of secretarial administrative work—general secretaries, boys' work directors, educational directors, railroad secretaries, county work secretaries, and the like. This course also prepares men for institutional work in social settlements, in boys' clubs, and kindred organizations.

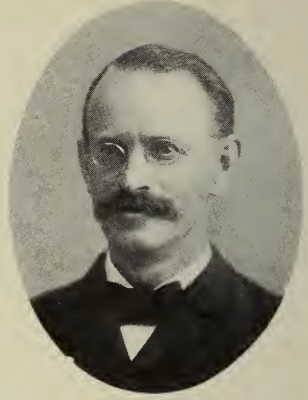
2. *The Physical Course.* This course prepares Christian young men for work in physical education as physical directors in the Young Men's Christian Associations, in schools and colleges, and in similar institutions.

## Policy

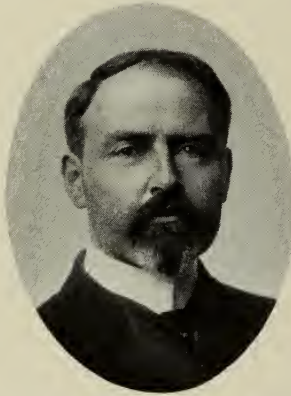
There are two conceptions of a technical school. One, that the instructors shall be men who, though devoting their chief energy to the work of their profession, are willing to take part of their time to meet students and direct their study. This method of imparting instruction was formerly almost universal. It has been very generally abandoned. In the trades, it was called the apprentice system. Young men were bound out to master workmen of varying degrees of ability, who taught them simply to do as their fathers had done. This has been succeeded in Europe, and more recently in America, by the trades schools, and industrial institutes, which not only teach better, but are constantly leading in improved methods of work. In the professions the development has been almost parallel. Formerly a student of law, medicine, or divinity was placed under the charge of a member of the profession he was seeking to enter. The lawyer directed the reading of the law student, took him to court, and otherwise guided his work. But this method of professional preparation has been abandoned in Europe, and is fast passing here. It has been found that



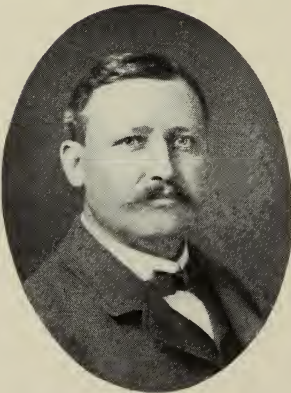
J. H. McCURDY, M. D., M. P. E.



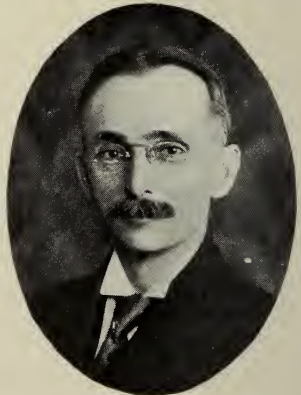
J. T. BOWNE, M. H.



PRESIDENT L. L. DOGGETT, PH. D.



F. N. SEERLEY, B. PH., M. D., M. H.



H. M. BURR, B. A., B. D.

FACULTY.



preparation for a life work is of such vital moment that it cannot be left to the casual hours of men who give their chief thought and energy elsewhere.

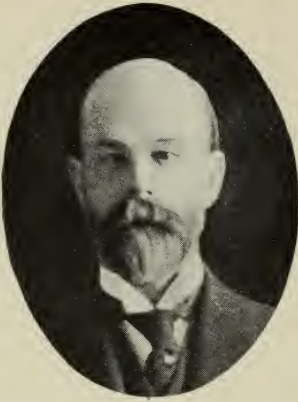
But more important than this, the most successful schools are those which devote the greatest care to fundamental studies and principles, and only give actual work sufficient to illustrate these principles and secure the necessary skill. A man will have opportunity to gain experience all his life, but he is not likely to master the principles of his calling after entering upon it. Actual experience gives precedents rather than guiding principles. This higher conception of a technical institution is an historical development.

Elmer Ellsworth Brown, Ph. D., United States Commissioner of Education, has recently said:—

“It is one great merit of a vocational school of any kind that it stamps a professional character upon the occupation for which it prepares. By professional character, I mean that ingrained regard for standards and ideas, for special knowledge and special skill, which marks the professional man, and his readiness to put the claims of public service and of intrinsic excellence of performance above considerations of private gain. As compared with any kind of apprenticeship, a vocational school makes for such professional spirit, by combining the instruction of specialists in different fields, by referring processes to guiding ideas and cultivating practice in its connection with theory, by organizing a coherent course of training, by making a center of information relating to recent improvements in its particular craft.

“Not only does the school prepare for the vocation more quickly and more thoroughly than any ordinary form of apprenticeship, but it tends to improve more rapidly in its methods and appliances.”

The International Training School is built upon such a conception, and its history has already shown the wisdom of this policy. The leadership of the School in physical training and in work among boys, and its contributions to Association literature and methods, have given it a prominent place. In its early days the trustees were compelled to employ men who gave only part of their time to teaching. It has greatly increased the efficiency of the School to have a faculty of specialists who devote their whole en-



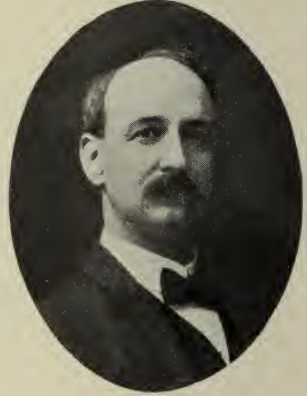
W. G. BALLANTINE, D.D., L.L. D.



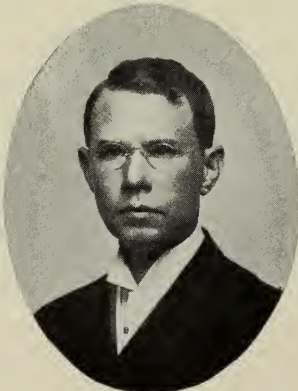
ELMER BERRY, B. S.



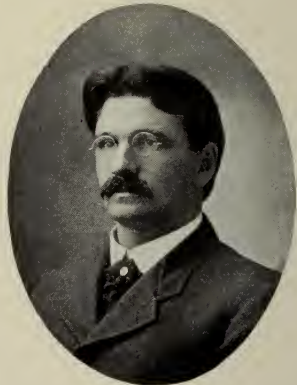
R. L. CHENEY, B. S., B. H.



F. S. HYDE, B. A., B. D.



W. K. COOPER.



G. B. AFFLECK, B. A., B. P. E.

FACULTY.

deavor to its interests. Much of the original investigation done at the School appears in its publication, "The Association Seminar."

While the Training School offers the advantage to its students of a faculty of specialists giving their whole time to instruction, it also brings to the students the leading experts in various phases of Association endeavor, who give courses of lectures and instruction on the most up-to-date developments in Association work among young men.

The courses of study at the Training School also recognize the importance of normal practice and of careful observation of work in actual operation. One member of its faculty is the general secretary of the Springfield Young Men's Christian Association, and another spends a part of his time in traveling among the Associations in the East. Abundant opportunities are afforded through the religious and educational activities in Springfield to share in practical work. Physical training has reached a high stage of development in this region and through gymnasiums, athletic leagues, boys' clubs, and other channels, students have abundant opportunity for experience and practice.

One of the most important parts of a student's education is fellowship and contact with fellow students who are to enter the same profession. Dormitory life at Springfield furnishes an admirable opportunity in this respect. Student friendships, the meetings in the literary societies, student prayer meetings, and various organizations, make a community life which forms an important part of an education.

The Training School has always recognized its obligations to further the interests of the Young Men's Christian Associations by an original study of the problems presented by work among young men and boys. This is a rich field for research and investigation. There is scarcely one of the technical courses of the curriculum but has been largely produced by the instructor, or modified to adapt it to this particular field.

## Historical Sketch

This year completes the twenty-third in the history of the International Training School. The rapid extension of the Asso-



SENIOR CLASS, 1908



ciation movement between 1870 and 1885, the erection of large buildings, and the marked increase in the size of individual Associations created a demand for trained men as officers. Assistant secretaryships, conferences, and general conventions were the first means of training. Afterwards candidates were sent to various secretaries for personal training. About 1879, arrangements were made by the International Committee and the state committee of Pennsylvania, to have candidates for the secretaryship visit the



STUDENT'S ROOM

Association at Harrisburg, Pa., for a period of from two to four weeks, that they might gain some practical acquaintance with methods of work. Twenty-six men visited this Association during the next three years. In June, 1880, Newburgh, N. Y., was made a training station, where Mr. J. T. Bowne was general secretary. Sixty-eight men visited this Association. During this period Poughkeepsie and Yonkers, N. Y., and Peoria, Ill., were



LEE LITERARY CLUB

also added to the list of training stations. In addition to the growing demand for men there was a corresponding advance in requirements.



FENCING TEAM, 1907-1908

It was in response to such appeals that this institution was founded by Rev. David Allen Reed, in Springfield, Mass., in 1885, in connection with the School for Christian Workers. Mr. J. T. Bowne, who had become one of the secretaries of the International Committee, was called to take charge of the secretarial department.





CLASS DAY PROCESSION

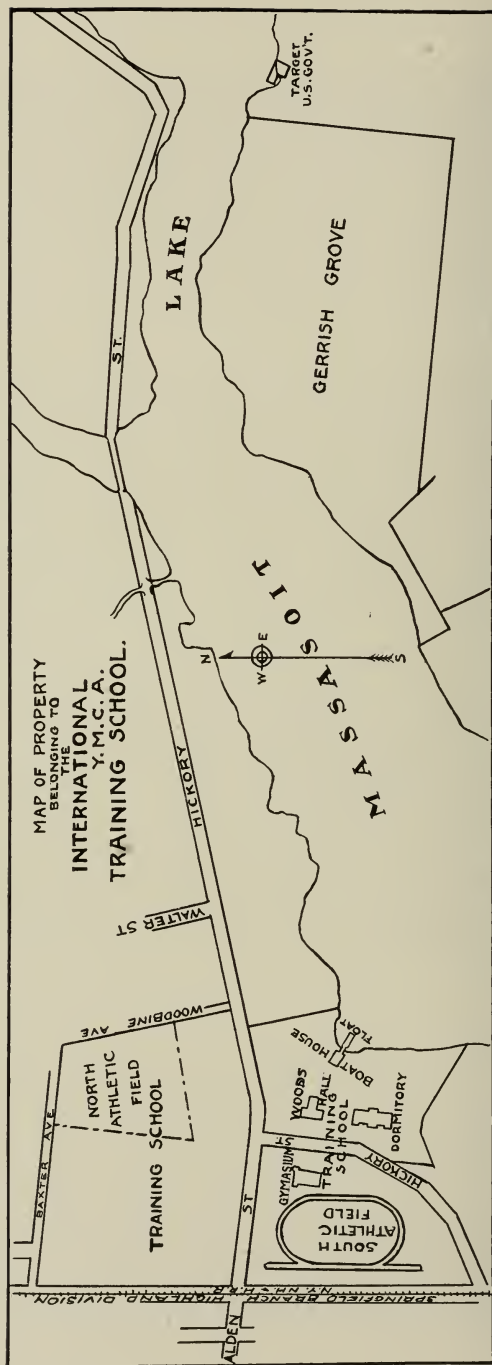
In 1886 the department for physical training was established under the direction of Dr. Luther Halsey Gulick. This department has prepared a large proportion of the physical directors now in Association work. In 1890, as the result of a demand from the Associations, the Training School was separately incorporated as the International Young Men's Christian Association Training School. The following year a desirable property, consisting of thirty acres of ground bordering on Massasoit Lake, was pur-



GYMNASTIC SQUAD, 1907-1908

chased. After a determined effort, under the leadership of Mr. Oliver C. Morse, corresponding secretary of the School, funds were secured for a model gymnasium building which was completed in 1894. The north athletic field was equipped for sports the same year. The pressing need of a dormitory and recitation hall was met by the erection, in 1896, of the present attractive headquarters of the institution. In the summer of 1904, through the generosity of Mrs. Eleanor S. Woods, of Springfield, a most attractive social building, containing a dining hall, social rooms,





and additional dormitory facilities, was erected and equipped at a cost of \$20,000. The School has a property valued at \$175,000.

With this external development there has been a less public but even more important internal evolution. A carefully shaped curriculum of study and a competent faculty of specialists is the result.

The institution stands for the most thorough specialization accompanied with a generous liberal training. It would fit the student for something definite, and at the same time give him a view of the broader fields of human culture. It seeks both culture and power. In planning for the special studies for the various offices of the Young Men's Christian Association, the trustees have held the conviction that the aim of the institution should be to inculcate general principles rather than precedents or rules; for example, the School aims to make men masters of the contents of the Scriptures rather than to give two or three courses which might be reproduced in an Association. It aims to make men who can produce their own Bible courses.

It is remarkable in the technical courses how far the curriculum has gone beyond simply the study of methods. Methods have not only held their place, but cover a far larger sphere than at first. The course has also advanced to study principles as already described. In recent years a scientific study has been undertaken of boys and young men—their habits, aptitudes, temptations, economic standing and religious life. In sociology extended studies have been made among the young men and boys of Springfield regarding their economic and religious condition.

Since its inception, this institution has stood for the study of humanics. It has recognized the threefold nature of man—body, mind and spirit. This conception furnishes a philosophy for its curriculum. It is a guiding principle which gives unity and symmetry to its work. The four liberal studies pursued are history, social economics, English, and the study of the human mind.

A preparatory course in English, mathematics, history, physics and chemistry is offered for students who are deficient in entrance requirements for these subjects. This course offers a most attractive year's work for older men who have not had the opportunities of an academy or high school.



FOOTBALL TEAM, 1907

The Training School has stood for a high type of manliness in athletics. It has been an earnest advocate of clean sport and gentlemanliness on the athletic field and on the gymnasium floor.

## Social Service and Religious Education

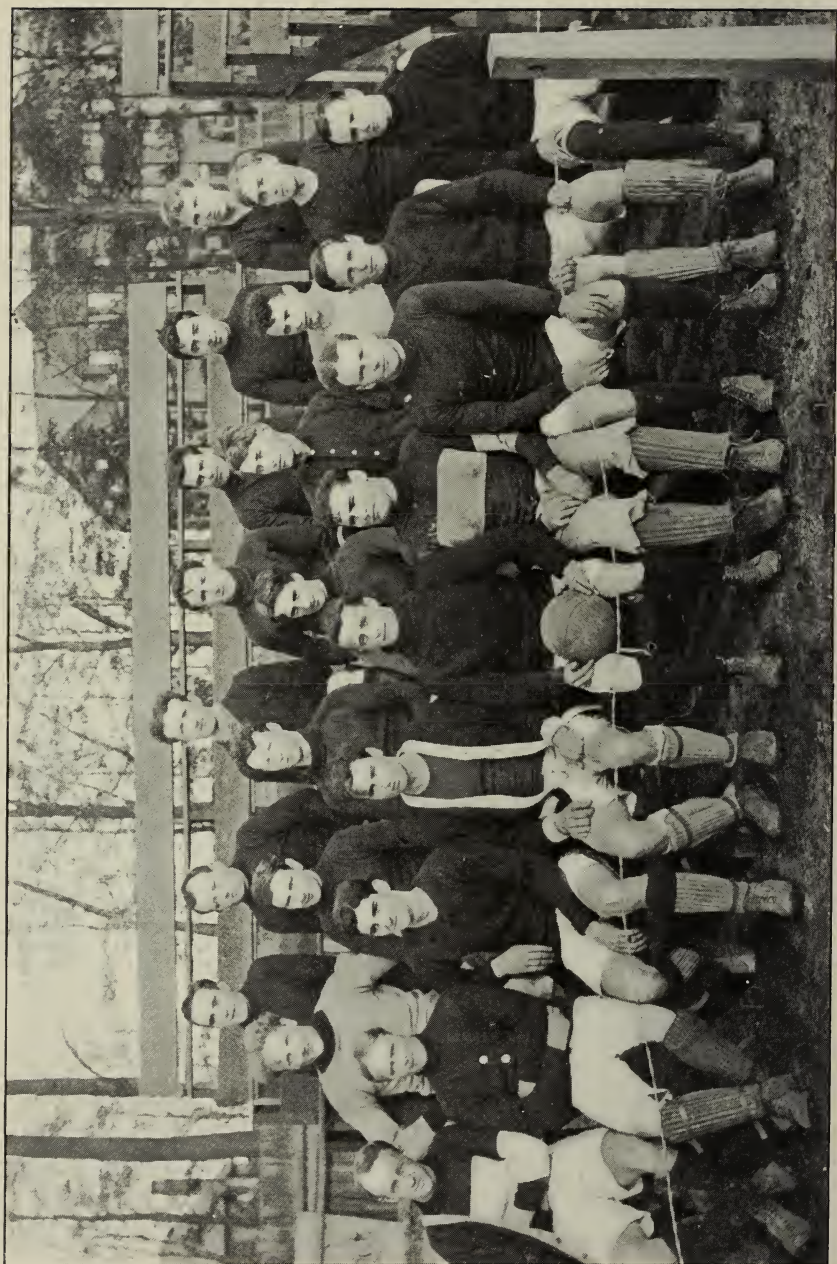
The International Training School is a modern institution which has arisen in response to present-day needs. It has grown out of the changed conditions in city and industrial life, and the modern conception of Christian work.

1. *Religious Education.* A religious education based on the study of human needs and the religious heritage of the race in touch with modern thought and adapted to the conditions of the present day, is one of the important opportunities afforded by the Training School. The various courses of study aim to give each student a religious education. A modern religious education must have at least three elements—a study of the Bible, a study of the development of Christian thought and history, and of the social, economic, moral, and religious needs of our time. These courses are fundamental to all institutional workers whether in the secretaryship, in the physical directorship, in social settlements, or in boys' clubs. Just as the Young Men's Christian Association has placed its welfare and institutional work on a religious basis, so the Training School relates its technical and social courses to religious education.

2. *Social Service.* The Training School aims to fit all of its students for social service as a natural result of a religious education. The industrial environment of today demands Christian men who understand the civilization in which they live and the needs of men around them. Through courses in economics, sociology, municipal sociology, community and personal hygiene, ethics, and methods of work among young men and boys, the Training School offers most attractive courses of study for institutional workers.

These courses in social service and religious education are fundamental to the various phases of institutional work for the religious and social betterment of men and boys as carried on at the present day. College graduates, who desire to fit themselves





SOCCER TEAM, 1907-1908



for some form of social service either in the Young Men's Christian Association, in social settlements, or in any form of work among men engaged in industrial pursuits, will find the atmosphere and work at the Training School particularly helpful and attractive.

## Degrees

In response to a petition from the board of trustees which was signed by a number of the leading educators of Massachusetts, the legislature has granted the Training School a charter, giving the right to confer degrees.

The degree prescribed for the secretarial course is Bachelor of Humanics (B. H.). This is in recognition of the student's having completed a thorough study of man—physically, socially, intellectually, and spiritually.

The degree prescribed for the physical course is Bachelor of Physical Education (B. P. E.), in recognition of the student's having completed a thorough course in physical training.

For graduate work are given the degrees of Master of Humanics (M. H.) and Master of Physical Education (M. P. E.).

## College Men

The attention of college graduates, who wish to enter the secretaryship or physical directorship, is particularly called to the opportunities offered at the Training School. Credit will be given for satisfactory work done in other institutions, but the senior year must be spent in Springfield in residence if a student is to graduate or receive a degree.

The impression has prevailed among some that a college education without additional training is adequate for success in the general secretaryship or the physical directorship. This is not justified by experience. A study made by Dr. McCurdy a few years ago shows the following facts:

During the five years, 1896-1900, two hundred and twenty-one college graduates entered the service of the Young Men's Christian Association as secretaries or physical directors, or



DORMITORY BUILDING



ATHLETIC FIELD

in other positions. By January 1, 1903, sixty-six per cent, or all but seventy-five of these men, had dropped out of Association service. Of these two hundred and twenty-one, one hundred and ten entered the work as general secretaries or assistant secretaries. On the first of January, 1903, only twenty-six per cent, or twenty-nine men, remained in these positions. In other words, scarcely one fourth of the college graduates who entered city Association service during this period were found in the work five years later. On the other hand, seventy-three per cent of the graduates of the secretarial course at the Training School during these years, 1896-1900, have served five or more years as general secretaries or assistant secretaries. It is important that in addition to study in college, a man should have a thorough training in methods of Association work, in the study of the Bible, and in the history and literature of the Association. He should also make a systematic study of the physical, mental, social, and religious characteristics of boys and young men. He should be trained as a religious leader, and should become a specialist in the great questions regarding young men and boys.

Physical training offers to the college graduate the advantages of a comparatively new profession. The increase in the number of positions in Associations, preparatory schools, and colleges during the last fifteen years has been very great. There is also increasing demand for physical directors in the city schools. The Associations, schools, and colleges are searching for men of moral earnestness and Christian character, who have the necessary technical knowledge and executive ability. The present demand far exceeds the supply.

The need of technical training for physical directors is clearly shown by the fact that only nineteen per cent of the non-trained men, or of those who enter through an apprenticeship, succeed. Of the college graduates entering the physical directorship without technical preparation about twenty-three per cent succeed, while eighty-six per cent of the Training School graduates are successful.

### **Buildings and Grounds**

The institution has been provided with property admirably adapted to its purpose, located on the shores of Massasoit Lake.



The School campus and athletic grounds consist of thirty-two acres of land, within fifteen minutes' ride of the Central Young Men's Christian Association.

#### DORMITORY

The dormitory building, which at present is used also for recitations, library, and offices, is an attractive four-story brick structure, overlooking the lake. The first floor contains the lecture hall, the parlor, known as the "Jubilee Room," the reading room, library, and offices.



GYMNASIUM BUILDING

The three upper floors contain two classrooms and sleeping rooms for sixty-eight students. Each floor is provided with lavatories and baths. In the basement there is provision for chemical, physical, and anatomical laboratories, a bicycle room and store-room, beside the furnace and engine rooms.

## GYMNASIUM

The Training School possesses a model gymnasium, given by four of its friends, Col. Charles A. Hopkins, Mr. Preston B. Keith, Mr. Benjamin Thaw, and Mr. Roland Hazard. The gymnasium floor is forty-eight by seventy-four feet, free from posts, having the usual apparatus, and in addition, handball courts, class climbing ropes, seven needle baths with hot and cold water, lockers eighteen by eighteen by forty-eight inches. It also contains two classrooms, examining rooms, the physiological laboratory, massage room, and locker room and baths for club purposes.

## WOODS HALL

The International Training School, following the ideal of the Young Men's Christian Association, seeks to train its students socially, physically, intellectually, and spiritually. For some years one of the friends of the institution in Springfield, Mrs. E. S. Woods, had observed the need of greater social opportunities for the School. As a result of this conviction, she erected on the campus a social building, which has become a center of student life. The central feature of Woods Hall is a dining room attractively equipped, with accommodations for one hundred and twenty-five or more guests. The social parlor, with its piano and cozy corners, makes a homelike place for the students. The second floor is given over to dormitory rooms. Many of the social occasions of the year are held in this building.

## ATHLETIC GROUNDS

The Training School has two enclosed fields equipped for athletic purposes. The south field adjoining the gymnasium has a baseball diamond, quarter-mile running track, and tennis courts. The north field, which was improved by the students in 1907, has space for two baseball diamonds and affords opportunity for the increasing number of Training School teams, also for practice teaching with the Association, Sunday school, high school, and grammar school league teams. The athletic field near the gymnasium is flooded during the winter for skating and ice hockey.





HOCKEY ON MASSASOIT LAKE

## THE WASHINGTON GLADDEN BOATHOUSE.

Through the efforts of the students and the generous gift of Mr. Frank Beebe of Holyoke, a boathouse was erected in the fall of 1901, on the borders of Massasoit Lake. This boathouse is equipped with a fine fleet of boats. Massasoit Lake, which is two miles in length, furnishes an admirable opportunity for training in aquatics. The aquatic sports carried on by the students during Commencement week are an interesting feature.

## GERRISH GROVE

By a gift of the late Mr. Gerrish of Springfield, the School is enabled to preserve to a large extent the beauty of the shores



BOAT HOUSE

of Massasoit Lake. Mr. Gerrish before his death deeded to the School twenty acres of land on the shores of Massasoit Lake, opposite the Training School grounds. This gift, which will be known as the Gerrish Grove, is a tract of land bordering on the lake for 2,300 feet. It is covered with beautiful white pines and deciduous trees, is easy of reach by boat from the Training School boathouse, and adds greatly to the beauty and value of the





GERRISH GROVE

School's property. It will be useful for camping and athletic purposes, and when the lake is bridged at the narrows, will be available for buildings and other School uses.

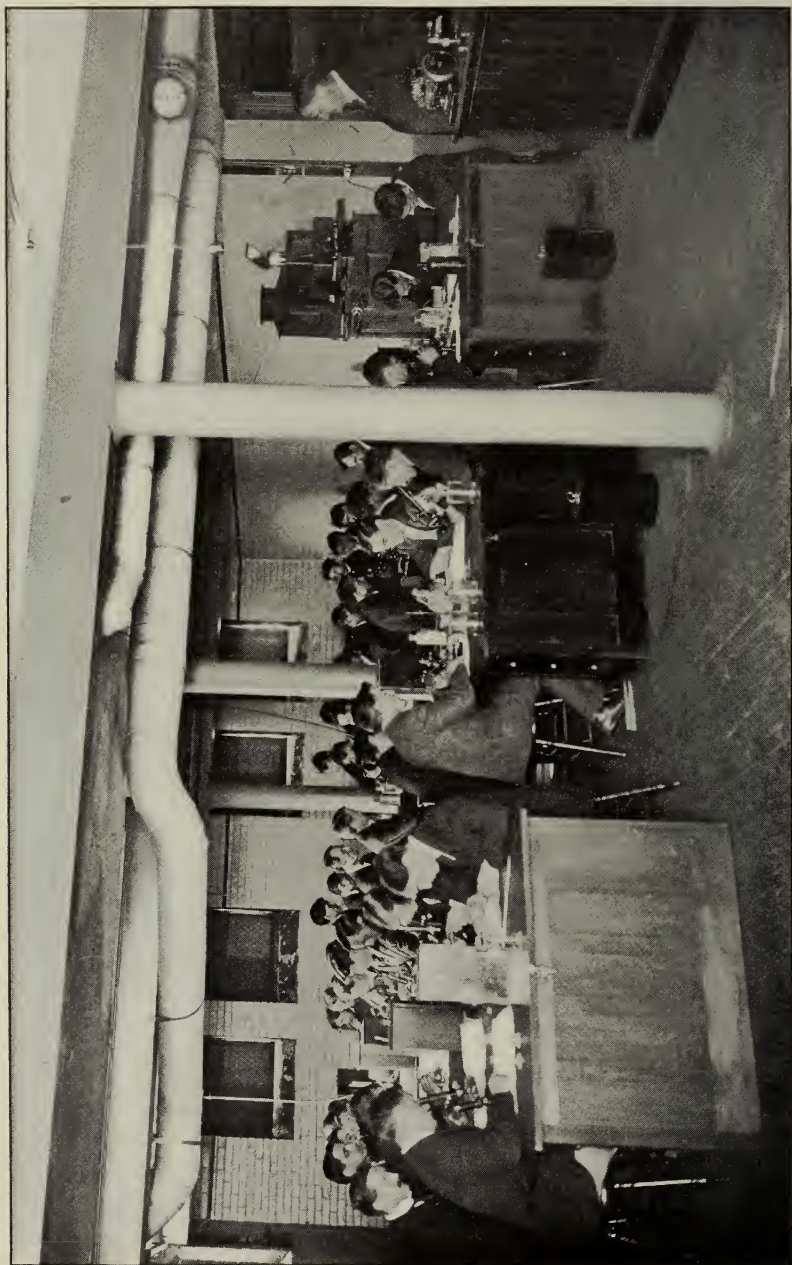


ICE HOCKEY TEAM, 1907-1908

### Laboratories

The School possesses three laboratories: The oldest, a laboratory for the study of physiological physics and chemistry, gives





HISTOLOGICAL LABORATORY



special attention to the study of the chemistry of digestion and the mechanics of the body. Considerable equipment has been added to this laboratory during the past year, thus providing for a larger number of students and more extended experimental work.

The physiological laboratory, for the study of physiology of exercise, is equipped with ergographs, sphygmographs, sphygmomanometers, pneumographs, etc. Progress has been made in the study of blood pressure and the effects of fatigue.

The histological laboratory has been reëquipped through the gift of Mr. F. M. Kirby and in the future will be known as the F. M. Kirby Histological Laboratory. This laboratory is supplied with microscopes for the study of physiological structure and a micro-projection apparatus which enables the entire class to do work in common.

## Libraries

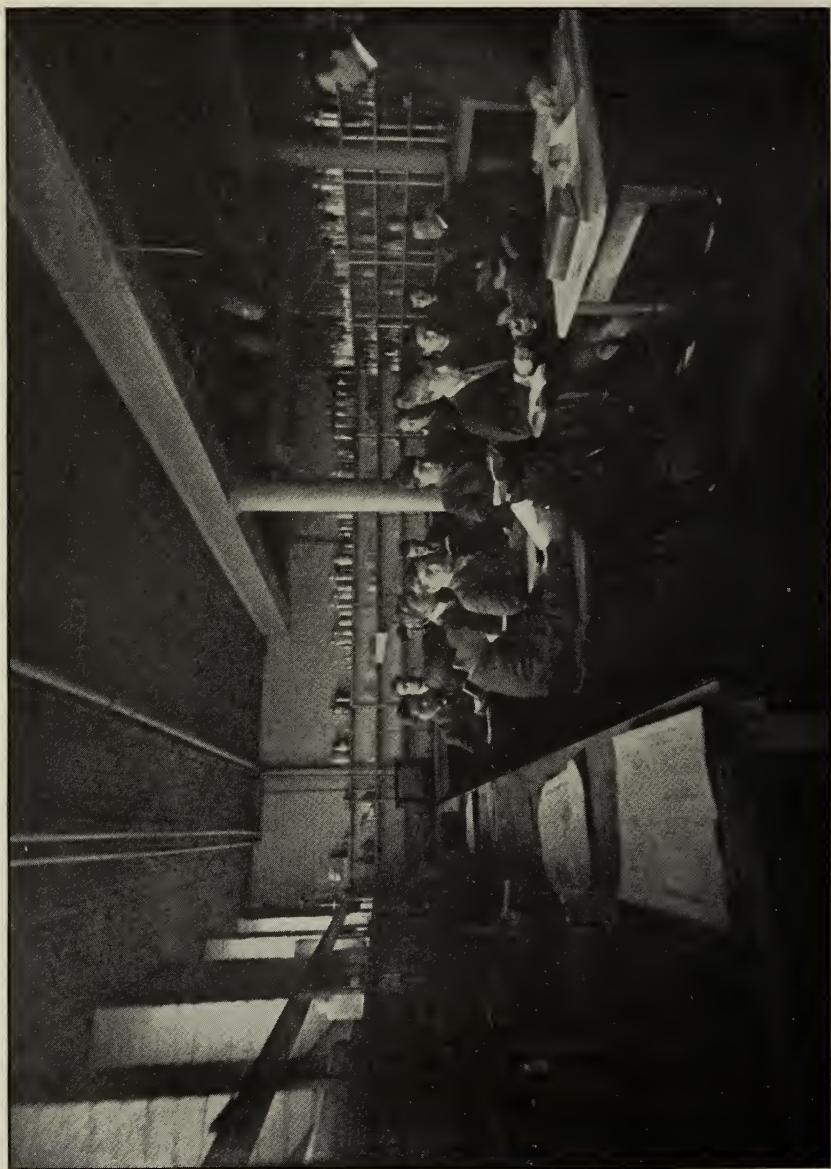
The library has become one of the most important features of the life of the School. No other department of the institution has increased more rapidly during recent years. More than 8,000 volumes are contained in the School library and upwards of 20,000 pamphlets and magazines bearing upon the subjects taught in the institution.

The institution also possesses the Gulick Collection of works on physical training, which is being added to from year to year. This is one of the choicest collections on physical training in English, and furnishes opportunity for original work.

The reference library is open to the students at all times, and the lending section from 9 a.m. to 6 p.m. The reading room, always open, has on file six dailies, eighteen weeklies, sixty-five monthlies, and nine quarterlies.

The general library is supported by income from "The Mary R. Searle Memorial Fund," and from current gifts of alumni, students and friends. Four hundred and nine volumes were added last year, valued at \$769.39.

The Springfield Public Library of 140,000 volumes, one of the great circulating libraries of the country, is at the service of the students without expense.



CHEMICAL LABORATORY

## Normal Practice

The School is located in the Connecticut Valley in one of the most beautiful American cities, in close touch with some of the leading educational institutions of the East.

In no part of the world are there so many highly developed Young Men's Christian Associations as in the eastern section of the United States. The proximity of New York City with its varied work for young men, international, state and local, furnishes an opportunity to see all forms of Association activity in operation. The annual tour by the Senior class, and the frequent visits of Association leaders, bring the student during the three years of his course into vital touch with the most aggressive phases of the Association movement. The New England Secretaries' Conference meets annually in Springfield, and opportunities occur each year for attending conventions. The churches of Springfield gladly welcome the services of the students in Bible teaching, and in various forms of Christian work. The summer conferences at Northfield are within easy reach to students.

Under the auspices of the Training School, an organization of some 275 boys carries on normal classes in gymnastics and outdoor athletics in season. There are three departments of the Sunday School Athletic League, enrolling 500 boys, whose activities are chiefly directed by students. There are also a number of boys' clubs in connection with churches which employ students as secretaries. The Springfield boys' club for street boys is another opportunity. The playground associations of Springfield and other cities employ a considerable number of students during the summer. The Student Young Men's Christian Association at the School through its various committees carries on a large variety of activities—spiritual, social, intellectual, and physical.

The International Training School stands for the most thorough practical as well as theoretical training. The opportunities for participating in the various phases of work for young men and boys are abundant. In the city of Springfield, with a population of over 80,000 people, a strong Association work has been developed on the metropolitan basis. The organization includes a Central Branch, two Railroad Branches, and two Student Associations. The Central Branch is located in the heart of the city,



BRITISH FRATERNITY





NEWSBOYS' GYMNASIUM CLASS (NORMAL WORK)



SOUTH CHURCH ASSOCIATION FOOTBALL TEAM (NORMAL WORK)



in a modern building, and has 1,200 members. The work is developed symmetrically. Special mention should be made here of the Boys' Department, with 350 members; and the newly organized Industrial Department, which is reaching large numbers of men.

The Springfield Railroad Branch has a new \$20,000 building. Its work is among 1,000 railway men employed in the three lines which pass through the city. An excellent opportunity is here afforded the students to participate in a modern, progressive railroad department. This railroad branch has the honor of being



SPRINGFIELD BUILDING

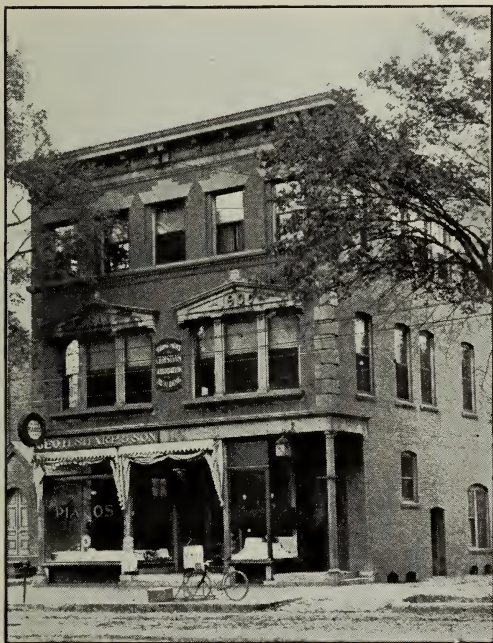
the oldest in New England, and was the first to provide rest rooms for railroad men. The new building is equipped with three Brunswick bowling alleys, two pool tables, four needle and shower baths, twenty-eight separate furnished rooms, ten rest rooms, also reading room, social and educational rooms, assembly hall, kitchen, parlor, and secretary's office.

The West Side Railroad Branch is located in the Roundhouse, on the west side of the Connecticut River; and here a well-developed work is conducted without adequate equipment.

Rented rooms on the main street are used for social work. This branch is considered an important factor in this growing railroad community.

The students of the Training School are organized as a Student Association and officially connected with the brotherhood. The students of the International College are also organized as a branch of the Association, and a most effective religious work is being done.

The Holyoke Association has one of the finest buildings and gymnasiums in Western Massachusetts, and has a membership of



WESTFIELD BUILDING

1,100. Large educational and Bible study work is maintained, and Sunday meetings are carried on on a strictly evangelistic basis. The boys' department maintains a secretary, the most modern methods being employed. This was one of the first departments to organize a shop Bible class among boys. Seventy-

five men serve on committees. Aggressive work is being conducted for men in the mills and factories.

The Westfield Association was organized in 1888, incorporated in 1891, built a three-story brick building, at a cost of \$25,000, in 1900, and added a \$5,000 gymnasium and bowling alleys in 1902. The present membership is 250. The regular Association features are well represented. The gymnasium work includes special classes for business and professional men and clerks. A suc-



CHAPEL

cessful graded boys' work is being carried on. The educational work for men includes practical courses in steam engineering and drawing. To add to the social life a pool table has been installed.

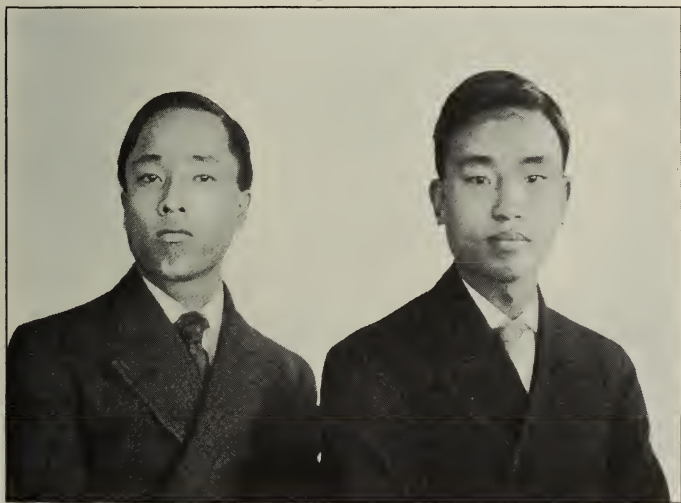
### Religious Life

The students and faculty, through prayer meetings, chapel exercises, and the study of the Bible, strive to maintain an earnest religious life in the institution. The week of prayer for young men in November, and the day of prayer for colleges, are

observed. Speakers of special power in inspiring students are invited from time to time to visit the School. There is a spirit of mutual helpfulness and brotherliness among the young men which is a means of real religious training. There are many opportunities for Christian work in Springfield, and one member of the faculty, Dr. Seerley, gives special supervision to these activities.

### Silver Bay

The Training School holds an intimate relation to the Summer Training Institute at Silver Bay. The School is represented on the Lake George Committee by George A. Warburton of New



NAM POK CHO

YIUNG SUNG MIN

SEOUL, KOREA

York City, H. S. Ludlow of Troy, and L. L. Doggett of Springfield. Dr. Doggett has been principal of the Institute since its organization in 1903. The coming year Mr. Berry, Mr. Cooper, Mr. Cheney and Dr. Seerley will give instruction during all or a part of the month of August. Students from the Institute who desire a more extensive course of preparation will be given credit at the Training School for the work which they have done at Silver Bay.



## The Association Seminar

This publication aims to give an independent, up-to-date, scientific treatment of the problems of young manhood—spiritual, social, intellectual and physical. It publishes the original work which is being done by faculty and students. Problems of interest and importance in the Association are considered from the educational standpoint—such contributions regarding Association events, outlook, policy, and problems as would naturally come from an educational center. The Seminar also contains Training School notes. It records what is going on at the institution and among the alumni, and aims to keep all those who are interested in touch with School life.

The subscription price is \$1.00. The editor in chief is Dr. F. N. Seerley, who is assisted by other members of the faculty. The business manager is Miss Isabel A. Richardson.

## SECRETARIAL COURSE

JUNIOR	FALL	Old Testament 5	Physiol'gy 5	English 5	English Literature 4	Gymnas'm Field 10
	WINTER	"	"	"	"	"
	SPRING	"	"	"	"	"
MIDDLE	FALL	New Testament 5	Psychology 5	Philosophy 5	As'n Book-keep'g and Commerc'l Law	"
	WINTER	"	"	Ethics 5		"
	SPRING	"	"	Municipal Sociology 5	Physical Departm't Methods 5	"
SENIOR	FALL	Church History 5	*Economics 5	Associat'n Methods 5	Religious Pedagogy 5	Theses
	WINTER	"	*Sociology 5	"	Associat'n History 5	"
	SPRING	"	"	"	"	

## PHYSICAL COURSE

JUNIOR	FALL	Old Testament 5	History of Phys. Tr. 5	Anatomy 5	English 5	Gymnas'm and Field 10
	WINTER	"	School and Play-ground Methods 5	"	"	"
	SPRING	"	Ph. Physics and Chemistry 5	Histology 10	"	"
MIDDLE	FALL	Massage and First Aid 5	New Testament 5	Psychology 5	Physiol'gy 5	"
	WINTER	Hygiene 5	"	"	"	"
	SPRING	"	"	"	"	"
SENIOR	FALL	Church History 5	*Diag. and Prescription 5	Religious Pedagogy 5	Theses	"
	WINTER	"	*Phy. of Ex. 5	Associat'n History 5	"	"
	SPRING	"	*Physical Dept. Methods 5	"	Anthropometry 5	"

Figures indicate number of hours per week.

\* Will be taught in 1909-10.

# The Curriculum

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While the Training School offers two courses of study,—the secretarial and the physical,—there is a group of fundamental subjects common to both courses, which for convenience is here presented under the title of the General Course. This course embraces studies which underlie the work of an Association officer. Based upon the General Course are the two technical courses, which give a knowledge and training for the particular department of work which the student expects to enter. It will be noted that all the subjects in the general course contribute to a religious education and to the preparation for social service.

## I. General Course

### FACULTY

L. L. DOGETT, President; *Association History, Religious Pedagogy.*

F. N. SEERLEY; *Psychology, and Personal Work.*

H. M. BURR; *Christian History.*

W. G. BALLANTINE; *The Bible.*

F. S. HYDE; *English, Music.*

The General Course, which forms the foundation of the curriculum, seeks to fit students to be leaders in social and religious work. It seeks to train each student to become a leader in religious education, to be helpful to individuals in their Christian experiences, and to teach the Bible. It aims to acquaint him with the Young Men's Christian Association and its field. It also seeks to broaden his intellectual horizon, to promote mental discipline, to acquaint the student with modern thought, and to familiarize him with the problems which a leader in Christian work will meet in practical life. This course covers Bible study, Christian history, psychology, religious pedagogy, the history of the Young Men's Christian Association, and a study of English. All students in the Junior and Middle years receive instruction in gymnastics and athletics, described on pages 71 and 73. All students also take the course in physical department methods described on page 75.

### 1. The Bible

(Dr. Ballantine, Junior and Middle years, five hours per week.) An essential of spiritual leadership is a knowledge of the Scriptures. This is fundamental in the preparation for any position in the Association. It

is the aim of the institution that every student who enters its ranks shall gain a knowledge of the Bible, and it is believed that the course here offered will prove attractive, not only to men who are preparing, but to men already in the service who may desire special Bible study. Two years are devoted to a study of the text, one being given to the Old Testament and one to the New Testament. The student is expected to read each book in accordance with the directions of the instructor, to recite upon its facts and ideas in the classroom, and to take notes of familiar lectures upon it. There are no formal lectures upon biblical introduction and theology, but the topics commonly treated under those heads are incidentally brought to the student's attention while he is engaged upon the several books inductively. By the method used, the student gains from his own investigations a direct and comprehensive knowledge of each book in the Bible and of each Testament as a whole. The main outline of the progress of Hebrew civilization and history, and of divine revelation, is fixed in his mind. He attains a knowledge not of proof texts, but of connected series of events and inspired arguments, and chains of thought. In the unity of a total impression, the strength of every part is assured.

In this way not only are the contents of the Scriptures mastered, but the mind is stored with material for gospel addresses, etc., and the inner spiritual life is quickened through the truth. It will be readily seen that this instruction does not aim to give courses that can be reproduced in the local Associations, but to give a comprehensive study of the entire body of the Scriptures, which will enable the student to lay out courses himself as may be necessary and equip him to be a teacher of the Bible. The attention of students desiring to fit themselves for instructors in the English Bible in colleges and schools is called to this course. It is believed to be unsurpassed in the thorough mastery it gives of the contents of the Scriptures.

Arrangements are being made the coming year for a series of lectures on the Bible, particularly from the devotional point of view, which will be calculated to quicken the spiritual lives of the students.

## 2. The Training Class

(Dr. Seerley, Middle year, one hour per week.) This class has an intimate relation to the practical Christian work of the students. During the Middle year, a study is made of the interviews of Jesus. The great questions of regeneration and the use of the Bible with inquirers form the chief subject of this study. This course accompanies the study of psychology, and is a study of the laws of mind as used by Jesus in His dealing with men.

## 3. Religious Pedagogy

(Dr. Doggett, Senior year, fall term, five hours per week.) This is a course of study devoted to religious education. The recent literature of



this subject by such writers as Coe, King, and Starbuck is reviewed by different members of the class. The subject of religious education is approached from the psychological point of view.

The course seeks to familiarize each student with the problems of religious education during the period of adolescence from 14 to 25 years of age. A study is also made of the best methods for accomplishing this. Every Association officer in a broad sense is a religious educator and religious education is considered from the point of view of growth and development. This is based on the broad conception that religious education should comprise not only a knowledge of the Bible but of the history of Christian movements, and the needs and duties of the present times. Normal methods for training the student to lead young men to such religious knowledge are carefully studied. Each student is expected to teach a Bible class, or to have had a sufficient experience in Bible teaching. Students visit and report upon the Bible class work done in the city of Springfield, and also observe from a pedagogical point of view the work done in the public schools from the kindergarten up through the various grades. Each student teaches a Bible class or a class in some form of religious education and is criticized by the instructor. Each student is also required to prepare a proposed curriculum of religious education covering the years 14 to 25.

The text books used are "Psychological Principles of Education" by Prof. H. H. Horne, and "Froebel's Educational Laws" by Prof. James L. Hughes.

#### 4. History of Religion

(Professor Burr, Senior year, five hours per week.)

(1) *Comparative Study of the Great Religions of the World.* (Fall term.) This course furnishes an historic background for the study of the history of Christianity, and a preparation for the study of modern missions. Text book: "History of Religions," Menzies.

(2) *History of Christianity to the Time of the Reformation.* (Winter term.) The emphasis is placed on the development of Christian civilization, and on the constant elements of religious thought and experience. Text book: "A Manual of Church History," Vol. I., Newman.

(3) *History of Christianity to the Present Time.* (Spring term.) A comparative study of modern denominations is made by the class, and leading ministers are invited to outline the principles, ideals, and achievements of their own denominations. In practice this has contributed greatly to the development of an interdenominational spirit. Text books: "A Manual of Church History," Vol. II., Newman; "Christianity and the Social Crisis," Rauschenbusch.

The work is carried on by lectures, carefully prepared courses of reading, and text books for special periods and topics. Special emphasis is laid on the courses of reading and topical study, so that the student becomes

familiar with the masterpieces of historical literature. Recent additions to the department of history in the School library facilitate the work of this department.

### 5. Association History and Literature

(Dr. Doggett, Senior year, winter and spring terms, five hours per week.) The aim of this course is to acquaint all students with the history and development of Christian work among young men. A study is made of the early efforts in the Protestant Church, both in England and the United States, on the part of Christian young men to associate themselves together for religious work. Careful attention is given to the forces in the church, and the conditions of social life which made such a movement necessary. The Association is studied, not as a local or national, but as a world-wide endeavor. In the first period, 1844 to 1855, especial attention is given to the London work and its formative influence. In the second period, 1855 to 1878, recognition of the leadership of the American work requires especial attention to the movement on this continent. In the third period, 1878 to the present time, more attention is given to the spread of the movement throughout the world. This course studies the development of the Association, its organization and polity, its literature, and the fixed principles which govern its operation and its relation to the church.

Students are expected to read and review the more important works which the leaders of the Young Men's Christian Association have produced.

The text books used are: "A History of the Young Men's Christian Association," Vol. I., by L. L. Doggett, and "The Life of Robert R. McBurney," same author.

### 6. Psychology

(Dr. Seerley, Middle year, three terms, four hours per week.) This course occupies a full year, and is taken by all Middlers. The human mind is complex, and the aim is to study it from many view points, keeping constantly in mind the work for which the student is preparing.

(1) *Physiological Psychology*. The course opens with a study of the nervous system. The brains of animals are dissected so the student may become acquainted with every part, and also demonstrate their relations. Sections of the entire human brain are available which have proven very helpful in studying the gross structure. The microscopes and micro-projection apparatus enable the student to study the minute structure of every part as revealed in the many variously prepared and stained microscopic slides of the central nervous system. This is followed by a study of the special senses, their rise and development, their structure, their function, and their localized culture in the central nervous system. A large number of laboratory experiments fixes the range of each special sense, as

well as calls attention to the many illusions which are liable to occur. The modern theory of localization of brain centers receives careful attention, with the latest applications.

(2) *Genetic Psychology*. This is a course in the psychology of the child with special reference to the laws of mental development. The seminary method is largely used, and each student is assigned individual work which is later presented to the class. This gives him the practice of searching for information from original sources, and teaches him the method of presenting scientific data. The distribution of the subjects is largely governed by the work for which each man is being prepared. If he is to become a boys' secretary, such topics are assigned as will make him best acquainted with boy life. This is also true of students who are to become physical directors and general secretaries.

The human instincts receive careful attention under this head. A few are named to show the value of the work, but not to indicate the scope of it. Each is studied as to the genesis in the animal world, relation to the struggle for existence, modifications as the scale of life is ascended, value in the development of manhood if properly used, and danger if improperly developed or left undeveloped: fear, the fighting instinct, anger, plays, hunting, the gang instinct, sex instinct, hero worship, imitation, the parental instinct, and others.

Under the head of the sex instinct, the subject of "personal purity" from the psychological standpoint is carefully considered, and each student learns to present this subject to an audience of men or boys, as well as how to deal with the individual who has become addicted to unfortunate habits.

Heredity and degeneracy are also given an important place in this study. Attention is given to the introduction of disease, the use of alcoholic stimulants, the lack of proper food, etc., with their effects upon the child. An attempt is made to trace the dominating characteristics of the boy during the different periods of his development, so that treatment of him may be intelligent and helpful at all times.

(3) *General Psychology*. Under this head are studied consciousness and the self; attention and habit; the intellect, including sensation, perception, conception, apperception, and such complex mental processes as memory, imagination, judgment, thought and reasoning; the sensibilities, including the emotions, the affections and the desires, and volition or the will.

(4) *Psychic Phenomena*. Under this head are treated suggestion, sleep, hypnosis, alterations of personality, dreams, hallucinations and illusions, and as far as possible the laws underlying the different systems of "faith cure."

## 7. English and Rhetoric

(Professor Hyde, Junior year, five hours per week.) The efforts of the class are directed to the use of a large vocabulary in spoken discourse, and

to all that makes for correctness as to order, arrangement, and style in the most useful kinds of writing. Attention is given to the sentence, the paragraph, to direction, to readiness in literary expression. Short sketches of events which have come under the writer's observation are frequent; he is habituated to write under pressure, to revise carefully, and to speak upon subjects upon which he is interested. Habits looking both to expressive speaking and to the use of good language generally are discussed.

The text book used is Genung's "Practical Elements of Rhetoric," Ginn & Co.

## 8. Music

Under the direction of Professor Hyde elective courses in music, vocal expression, and public speaking are arranged. The past year a glee club and mandolin club have been carried on, and classes have been conducted in the use of the voice for public speaking.

## 9. Conventions and Lectures

(1) *Conventions.* The School aims, through conventions and conferences, to bring the students into touch with the current affairs of the Association. The state conventions of Massachusetts and Connecticut are frequently attended by delegations from the students, and opportunity often arises for students to attend the New York state convention.

During February the New England Secretaries' Conference holds its session for three days in Springfield. This conference brings together the employed officers of the six New England states. This gathering furnishes an excellent opportunity to come in touch with present-day Association affairs.

(2) *Lectures.* One of the most helpful means of keeping in touch with the active work of the Association is found in the lectures and addresses which from time to time are given by Association leaders and others. In addition to the lectures in connection with the Seminars and the courses in Methods, the following, among others, have been delivered the past year:

- Dr. P. S. Moxom, Springfield, Mass., "God and His Relation to Man."
- John F. Moore, New York City, "Railroad Work in the Young Men's Christian Association."
- Professor Chapman, Wilbraham, Mass., "The Art of Speaking."
- Prof. Graham Taylor, Chicago, Ill., "Social Service as an Expression of Christian Life."
- George W. Mehafeff, Boston, Mass., "Social and Business Ethics."
- Dr. T. M. Balliet, New York City, "The Influence of the Young Men's Christian Association."
- Dr. Geo. L. Meylan, New York City, "Clean Sport and College Athletics."
- Rev. C. F. Dole, Boston, Mass., "The Problem of Evil."



- Dr. George J. Fisher, New York City, four lectures, "Social Service."  
 R. B. Hull, Boston, Mass., "College Young Men's Christian Associations."  
 Miss Wilson, New York City, "The Young Women's Christian Association."  
 R. Saracen Warnery, Basle, Switzerland, "The World's Committee."  
 J. J. Virgo, Sydney, N. S. W., "Work for Young Men in Australia."  
 Hon. H. Lusk, minister of education for New Zealand, "Social Legislation in New Zealand."  
 Christian Phildius, Geneva, Switzerland, "The Association in Europe."  
 D. W. Pollard, Bisbee, Arizona, "Association Work in Arizona."  
 Dr. Proctor, Atlanta, Ga., "Institutional Church Work Among Negroes in Atlanta."  
 C. W. Staub, New York City, "Scope of Modern Missionary Enterprise."  
 Prof. W. F. Gordy, Springfield, Mass., "The Influence of the West on American History."  
 Ernest Howard, Springfield, Mass., two lectures, "Wall Street" and "Money and Banking."  
 George W. Hinckley, Goodwill Farm, Me., "Principles of Boys' Work."  
 Richard C. Morse, New York City, "The Young Men's Christian Association in the Orient."  
 Prof. John M. Tyler, Amherst, Mass., four lectures on "Evolution and Physical Training," and "Biology."

## 10. Graduate Work

Graduates of the School, or those having done equivalent work elsewhere, will be allowed to pursue advanced work under one of the instructors. The course must be laid out at the beginning of the year by the president and approved by the faculty. It will involve a major theme with two minor allied courses. The aim shall be to do work of an original character. This work shall be embodied in a thesis, two copies of which, bound in cloth, must be presented to the School. By vote of the faculty, graduates of the Training School who have a Bachelor's degree, either in humanics or in physical education, who complete a one year's graduate course, and present a thesis which receives a grade not lower than worthy of praise, will be recommended to the trustees as candidates for a Master's degree.

## II. Technical Courses

Based upon the general course which has just been described, the student takes one of the following courses according as he is preparing to be a secretary or physical director. These courses have been worked out with great care and after long experience, and have been adapted from year to year to meet the growing demands of the Young Men's Christian Association and of physical education.

# 1. The Secretarial Course

## FACULTY

- L. L. DOGGETT, President; *Secretarial Seminar*.  
 J. T. BOWNE; *Secretarial Methods*.  
 W. K. COOPER; *Secretarial Methods*.  
 R. L. CHENEY; *Secretarial Methods*.  
 F. N. SEERLEY; *Physiology*.  
 H. M. BURR; *Sociology, Ethics, and Philosophy of Education*.  
 MRS. CAROLYN D. DOGGETT; *English Literature*.  
 F. S. HYDE; *English and Rhetoric*.  
 J. H. MCCURDY; *Physical Department Methods*.  
 MISS I. A. RICHARDSON; *Association Bookkeeping and Commercial Law*.

## Junior Year

### 1. English Literature

(Mrs. Doggett, three terms, four hours per week.) The work in English and American literature is a study of the great art forms of literature and their relation to the epochs of national life. This will include a study of Chaucer, Shakespeare, Milton, Wordsworth, and Tennyson,—the characteristics of the age in which they lived, and their relation to that age. Among the American writers studied are Cotton Mather, Jonathan Edwards, Daniel Webster, Irving, Emerson, and Hawthorne. This course aims to familiarize the students with the masterpieces of English, and is of great practical value in fitting a secretary for directing the reading of young men and boys.

### 2. Physiology.

(Dr. Seerley, five hours per week.) This course is arranged in recognition of the unity of man's threefold nature, with the conviction that the religion of Jesus Christ is adapted to redeem man in his entirety—body, mind and spirit.

This study begins with a course of lectures, calculated to show man's place in the universe, including the unorganized and organized world, and to put him into relation with these.

A study of the body is then begun with the most simple analysis into trunk, limbs, head, and all that can be readily observed.

This naturally leads to the study of the mechanics of the body. Then, by means of dissection of animals in the laboratory, the different systems making up the body (muscular, osseous, nervous, etc.) and organs associated in forming the apparatuses (circulatory, digestive, respiratory, reproductive, etc.) are discovered.

The student then picks out the muscles and names them, assisted by charts, demonstrations and experiments; the bones, naming and classifying

them, aided by the skeleton. Bone, muscle, nerve, etc., are then studied as regards function, structure and relations.

In the same way every organ composing the several apparatuses is minutely studied till a complete analysis results.

The student then collects and combines all the physiological properties possessed by all the tissues, and discovers that the original cell, from which developed this complex structure by the process of differentiation, possessed all these powers.

A study of the growth and development of the body then naturally follows. Careful study is then given to the external and internal conditions which tend to promote health in this complex structure, as well as the best thing to do in case an injury should occur to any part of it. This course also lays a foundation for the study of psychology.

## Middle Year

### 1. Philosophy and Ethics

(Professor Burr, two terms, five hours per week.)

(1) *Outline History of Ethical Thought* (fall term). Special emphasis is placed on the teachings of the Greek philosophers, who furnished the intellectual environment in which Christian philosophy and theology developed, and on the later thinkers who directly influenced Christian thought and life.

Text book: "History of Philosophy" by Weber.

(2) *Principles of Ethics* (winter term). A study is made of the leading schools of ethical thought, but especially of the development of the moral faculty in the individual and the race, and of the unique elements in the ethics of Jesus.

#### OUTLINE OF WORK.

Introduction.

- (a) The Method of Ethics.
- (b) The Psychological Basis.

Part I. The Moral Ideal.

- (a) Hedonism, or the Ethics of Sensibility.
- (b) Rationalism, or the Ethics of Reason.
- (c) Eudæmonism, or the Ethics of Personality.

Part II. The Moral Life.

- (a) The Individual Life.
- (b) The Social Life.
- (c) Moral Progress.

Part III. Metaphysical Implications of Morality.

- (a) The Problem of Freedom.
- (b) The Problem of God.
- (c) The Problem of Immortality.

Text book: "Principles of Ethics" by Seth.

## 2. The Problems of a Twentieth Century City

(Professor Burr, one term, five hours per week.) Cities are the strategic points of our modern civilization. In the cities are massed, not merely the most powerful economic and political forces, but also the most powerful ethical and educational forces. So far as we can see, an ever-increasing proportion of our population will live in cities. Hence the problems of the city are, like the poor, likely to be always with us, and we must face them as best we may.

The Young Men's Christian Association is itself a product of city life. It is an organized attempt on the part of the church to meet one of the most pressing needs of city life,—a social center for young men, where all wholesome and educative influences should be massed attractively and effectively.

It is becoming evident that the secretaries and directors of the Association must be sociological experts and that they must be leaders in social service. In studying the lives of young men they will become so perforce. As a matter of fact, they constitute a natural bureau of information as to all the forces and conditions of city life which affect young men. In some of our largest and most effective Associations, the secretaries are becoming recognized as authorities on municipal sociology, both to the benefit of the city and their own work.

In order to meet this growing demand of our work, a term of study is devoted to municipal sociology.

### *Syllabus of Course in Municipal Sociology:*

- (1) *Introduction.* The city in its relation to civilization.
- (2) *History.* Ancient and medieval cities. Their relation to political, social, and economic progress.
- (3) *Growth of Modern Cities.* Causes and consequences of rapid urbanization. Statistics, composition and distribution, or race and occupations.
- (4) *Special Problems.*

#### *Administration.*

(a) City charters. (b) Relation of city and state. (c) The mayor,—qualifications, term of office, powers. (d) The composition and duties of the council. (e) The organization and control of departments. (f) Finances,—methods of taxation, appropriations, uniform systems of accounting. (g) The granting of franchises,—duration, resumption. (h) Control of quasi-public corporations, such as the telegraph, telephone, express, gas and electric light, and street railway companies.

#### *Health.*

(a) The housing problem,—tenements, overcrowding, plumbing, inspection, model tenements. "Philanthropy and Five Per Cent." (b) Streets,—cleaning, beautifying, regulation of use. (c) Parks, playgrounds,



public baths, recreation piers, etc. (d) The control and prevention of disease. The board of health, sanitary police, etc.

#### *Morals.*

(a) The prevention and punishment of crime. The organization and control of the police. (b) The liquor traffic and the saloon. License or prohibition? Suppression or substitution? (c) Prostitution,—causes, consequences, methods of suppression or control. (d) Amusements,—theaters, dance halls, circuses, games. Extent of municipal responsibility. (e) Indecent pictures and literature, gambling, etc.

#### *Philanthropy.*

(a) Care of dependents,—orphans, paupers, etc. (b) Care of defectives,—idiots, insane, etc. (c) Care of delinquents,—young criminals. Juvenile courts. Reform schools.

#### *Education.*

(a) Aim of public education. (b) Courses of study,—nature and extent. (c) Control. Laws. School board and officers. (d) Teachers,—qualifications, character, sex, religious relation, salaries, pensions, etc. (e) School extension,—wider utilization of school buildings, vacation schools, municipal lectures, concerts, etc.

#### 5. *Municipal Progress and Public Ownership of Public Utilities.*

#### 6. *Unofficial Agencies for Municipal Betterment.*

(a) The church, especially the institutional church. (b) The Young Men's and Young Women's Christian Associations. (c) University and Social Settlements. (d) Municipal and Civic Leagues.

### 3. **Association Bookkeeping and Commercial Law**

(Miss Richardson, six weeks, five hours per week.)

(1) *Association Bookkeeping.* This course presumes a certain proficiency in the principles of ordinary bookkeeping. Students who have not this acquaintance must secure it before entering the middle year. The aim of this course is to fit the student to keep the books of a Young Men's Christian Association. The loose leaf system, arranged by Mr. L. B. Baker for local Young Men's Christian Associations, is followed. This system is in operation in the financial office of the Training School. Students not only receive instruction, but each man makes out a complete set of accounts covering a period of one month's activities and makes a financial statement showing the standing of the Association in every department up to date.

(2) *Commercial Law.* The course in Commercial Law is based upon Gano's "Commercial Law." It covers the ordinary laws of banking, and of business transactions, contracts, the sale of property, negotiable instruments, insurance, and the laws governing partnerships and corporations.

## Senior Year

### 1. Social Science

(Professor Burr, three terms, five hours per week.)

(1) *Economics*. (Fall term.) The following subjects will be emphasized by lectures and class discussions:

The Social Elements in Economic Life.

Individualism, Socialism and Mutualism.

The Labor Movement. (a) Organization, (b) wages, (c) conditions, (d) strikes and boycotts, (e) the labor vote.

Modern Capitalism. Commercial, industrial and political power of corporations.

Industrial Arbitration and Conciliation. The movement towards industrial peace.

Money and Banking.

Business Custom and Law.

Social Justice and the New Social Spirit.

Text book: "Principles of Economics," Seligman.

(2) *Sociology*. (Fall and winter term.) Sociology is the Science of Social Progress.

*Social Origins*. Social embryology—"First steps in human progress."

(a) Primitive society. (b) Primitive arts and industries. (c) Social evolution and the theory of "recapitulation."

*Social Groups*. Social anatomy and physiology—The composition and classification of the various social groups.

(a) Genetic groups. (b) Static groups. (c) Purposive groups. (d) Institutions.

*Social Forces*. Social psychology—"Psychic factors in civilization."

(a) The group mind and the psychology of the crowd. (b) Psychic factors in socialization. (c) The means of social control.

Text books: "Pure Sociology," "Applied Sociology," Ward; "Principles of Sociology," Giddings; "Social Control," Ross.

### 2. Association Methods

(Professors Bowne, Cooper, Cheney, and Dr. McCurdy, four terms, four hours per week.) The course in Association methods is the result of twenty-two years of experience and testing. It is adapted to teach the student both the science and the art of the secretaryship.

This course is a training in administration. More and more all employed officers of the Young Men's Christian Association are executives, and in whatever department an Association officer serves he needs to know the principles and the art of administration. He must understand how to do things, and also how to get things done through others. He

must know how to deal with men and how to organize a complex variety of activities. One modern Association reports for the current year "a list of 176 regular engagements held in the building or directed from it each week." The physical director is also an executive. The course in methods aims to acquaint the student with the principles of administration and with the executive problems of the various departments.

Students wishing to prepare for the secretaryship of railroad Associations will follow this course, and will be assigned work bearing particularly upon the department to which they are to devote their lives. The two railroad Associations of Springfield furnish an opportunity for practical experience.

Students wishing to fit for the religious work directorship will follow the regular secretarial course, and be assigned special work bearing upon this department, particularly in the preparation of a thesis. The same plan will be followed for men wishing to prepare for any of the various lines of secretarial work.

Students wishing to fit for secretarial work among boys follow the regular secretarial course with some additions from the physical course. All students are trained to deal with boys. The features bearing particularly upon work among boys are more fully outlined on pages 78 to 80.

Students desiring to fit for county work will be given the regular secretarial course, and special lectures and reading for this department.

The instructors in this department are: Professor Bowne, who has given years of study to the problems of administration. Professor Cooper, who is the general secretary of the Springfield Association, and who from his long experience and daily contact with actual problems, is particularly qualified to give instruction in the departments of Association methods—the religious work, the educational work, the social work, and the economic work. Professor Cheney, who has been secretary at Niagara Falls and under whose leadership a modern building was recently erected, will devote the spring term to instruction in methods. As a part of the year he is financial secretary of the School, he has unusual opportunities while traveling to learn of recent methods of work. He will give instruction regarding the Association home, business management, and the boys' department. Dr. McCurdy, who has had long experience in physical training, gives the instruction in the administration of the physical department.

The work of instruction by these teachers is supplemented by the senior trip, the annual New England secretaries' conference, and by normal practice. A large number of lecturers on special topics visit the Training School each year.

(Fall term, Professor Bowne.) During the fall term instruction is given in fundamental principles, Association organization, and the office and work of a general secretary.

(1) *The Field and Its Limit.* The work, why needed. A definite work by and for young men. The aim distinctively religious. Relation to the church. Relation to other religious societies.

(2) *The Organization*. When and how to organize. The constitution. Branches and sub-organizations. The directors and officers.

(3) *The General Secretary*. His relation to churches and pastors, to officers, directors and committees, to other employees, to the business community, to his fellow secretaries. Accepting a call. Beginning work. Correspondence. System. Statistics. Studying human nature. Dress. Conversation. Economy. Health. Growth—spiritually, intellectually, and socially. Securing and training employed officers—demand and supply, methods of training.

(4) *The American International Work*. Organization. The field. The work—supervision and extension, correspondence, publication, securing and training employed officers, aid to building enterprises, aid in securing funds, aid to state and other conventions, help in disaster. Secretaries of the committee. International finances. International conventions. Work among young men in foreign lands—policy, relationship, methods.

(5) *The World's Alliance*. Organization and work.

(Winter term, Professor Cooper.)

(1) *The Membership*. Classes. How to secure members. The membership committee. How to retain members. Development of active members. The associate membership and its relations.

(2) *The Religious Department*. The Bible in Association work: Individual study—objects, methods and helps; class study—a Bible class indispensable, relation of the general secretary, beginners', advanced and training classes, true place and appliances, the teacher, the class, the topics, preparing the lesson, teaching the lesson. Personal evangelism—the evangelistic meeting, other meetings at the buildings; meetings outside the buildings—in shops, etc.; foreign missions to young men; distribution of religious reading matter; the invitation committee.

(3) *The Educational Department*. The reading room—furniture, supervision, papers and periodicals. The library—its importance and place in the Association, how to develop, apartments and furniture, management, selecting and buying books, classification, cataloguing, shelf listing, binding and repairing, advertising, registration and charging, reference books, courses of reading, aids to readers. Educational classes—the need, branches taught, adaptation, thoroughness, frequency of sessions, instructors, classrooms, examinations. Literary societies, etc.—value, various forms of organization and work, how supervised. Lectures and talks—the use and abuse of lectures, home talent, practical talks. The educational director—qualifications, work and relationships.

(4) *The Social Department*. The social life. The reception committee. The social rooms. Social entertainments.

(5) *The Economic Department*. One of the largest forms of social service in the Young Men's Christian Association is through its activities which minister to the economic needs of young men. This welfare work



has existed from the very beginning, but in recent years it has been systematized and is now carried on on a large scale. The most important phase is the employment department. Springfield has one of the five largest employment departments among the Associations of this country. It is one of the great opportunities to serve young men. Care of the dormitories and the work for the dormitory members is an important feature. Boarding house registers, relief for destitute young men, visiting the sick, savings bureaus, benefit funds, and mutual societies for thrift are considered.

(6) *Social Service*. A series of studies will be made of the opportunities before the Association for social service—the industrial Association, work for the industrial classes, and for the immigrant. Social service will be treated under three heads:

(a) *Education*. This will take up the training of the membership for social service.

(b) *Coöperation*. Here the relation to existing agencies and how to use them will be considered.

(c) Under this head will be treated the various forms of social service into which the Young Men's Christian Association may properly enter, and the best ways of promoting these causes.

(Spring term, Professor Cheney.)

(1) *The Association Home*. Advantages of owning a building, location, arrangement, construction, equipment. The care of the home—repairs and safety, order and cleanliness. How to get a building—preparatory work, the canvass, cautions. The building movement—its beginning and growth.

(2) *The Business Management*. Current finances—the annual budget, income, solicitation, collection and disbursement, financial accounting. Real estate and endowment funds—incorporation, trustees, endowment, debt, taxes, insurance, leases. Records and advertising—recording statistics, anniversaries, parlor conferences, printed matter, the bulletin, annual reports.

(3) *The Boys' Department*. This has become one of the largest phases of effort in the Young Men's Christian Association. In some Associations like the suburban it is the most important of all and all Association officers, no matter in what department, ought to be trained to deal with boys. From their outside condition, boys are grouped into three classes; student boys, employed boys, and street boys. This course takes up a study of how the Association may most effectively reach and uplift these various classes of boys. Necessity, aim and benefit. Organization and relationships. Different classes of boys. Supervision. Methods and agencies—religious, educational, physical, and social.

(4) *The Work among Special Classes*. College students—organization, methods, outgrowths. Railroad men—aim and benefits. Other industrial classes. Soldiers, sailors, negroes, Indians, etc.

(5) *Women's Work for Young Men.* Organization and methods.

(6) *State and Provincial Work.* The state committee. The state secretary. Headquarters and finances. Supervision—city, county, railroad, student, etc. Corresponding members. Conventions. Relation of local Association and secretary to the work of supervision and extension.

(7) *Physical Department Methods.* (Dr. McCurdy, see p. 75.) Physical training has become such a large part of the work of the Young Men's Christian Association that it is important that every employed officer should understand its place in a religious education. There is an essential physical basis for moral character. Aim of the department—health, education, recreation. Conditions under which a physical department should be organized. Scientific equipment and methods—examinations, statistics, prescription of exercise. Practical equipment and methods—location and arrangement of gymnasium, bath and dressing rooms, outfit, methods. Outdoor work. The physical director. The department committee.

### 3. Secretarial Seminar

(Dr. Doggett, Professors Burr and Cooper.) The object of this course is to study the habits and lives of young men, to study at first hand the documentary sources of the Young Men's Christian Association, and to learn the art of original investigation. Much of the success of the Young Men's Christian Association of the future will depend upon a scientific study of the habits and lives and characteristics of young men and boys. We need to know what young men are thinking about, how much money they earn, how they earn it and how they spend it, how they spend their leisure time, what is their social life, what is their religious life, how it should find expression, the temptations of young men and boys and how to meet them. A rich, unworked field is presented to the student in the many undeveloped themes in Association history and by its unsolved problems. Another object of the seminar is to fit the secretary to study his field. Many of the theses are sociological studies in Springfield, or investigations which develop the power of observation and research. In the Senior year a thesis is prepared upon a theme agreed upon between the student and one of the instructors. Students are allowed to prepare a thesis with any of the instructors in the School. The theses will be examined by a committee of the faculty consisting of Prof. H. M. Burr, Dr. J. H. McCurdy, and Dr. L. L. Doggett. Each student will be expected to present his thesis for criticism and discussion at a public meeting of the seminar. Leading Association workers are also invited from time to time to address these gatherings. The appointments for the School year 1907-1908 are as follows:

Prof. H. H. Horne, Dartmouth College, "Jesus as a Teacher."

Prof. E. P. St John, Hartford School of Religious Pedagogy, "Religious Education."

*Student Theses:*

- E. S. Conklin, "Psychology of Young Manhood."  
 J. P. Freeman, "The Beginnings of Great Religious and Philanthropic Movements."  
 D. W. McNicol, "Studies from the Lives of Great Men."  
 G. C. Pratt, "The Constants of Religious Experiences."  
 H. H. Prentice, "Pool and Billiards in Springfield."  
 R. W. Russell, "Association Work in Western Canada."  
 L. H. Stilmar, "Welfare Work and the Association."  
 H. S. Twichell, "The Country Boy."  
 F. G. White, "Glasgow—A Model Municipality."

Students in the seminar are expected to devote one hour daily during the Senior year to research. The historical and physical libraries available to students make this work of great value. At the beginning of the fall term Dr. Doggett will meet all Seniors for five lectures on methods of original investigation. All secretarial students are expected to attend the meetings of the seminar.

#### 4. Practical Work

Unusual opportunities are offered for practical work, and for getting an inside view of Association management. The Springfield, Holyoke and Westfield Associations, with their beautiful buildings and large memberships, furnish every facility to see and participate in the various phases of Association activity. Through the Student Association, opportunity is afforded for religious work. All students have opportunity for Bible class teaching, for personal evangelism among young men, and for seeing committee work in operation.

All are given practice in using the library, in preparing reports of committees, minutes of meetings, items for newspapers and bulletins, printers' copy and proof reading, and are expected to attend each year at least one Association convention.

In practical work students will be given credit for experience as Association officers. It is expected that a student who graduates from the secretarial course will have:

- (1) Experience in bookkeeping and the management of an office. This will include a knowledge of modern office helps—the loose leaf system, etc.
- (2) Experience in committee service.
- (3) Practice in Bible teaching and public speaking.
- (4) Experience in membership work and financial solicitation.

*Senior Tour.* One of the most helpful experiences is a tour, at the close of the winter term of the Senior year, of the Associations at Bridgeport, New Haven, Brooklyn, and New York City. This tour, taken under the direction of members of the faculty, gives an opportunity to study the

actual workings of a large number of Associations. It is quite different from a convention where Association topics are discussed. On this tour, by arrangements beforehand with the employed men of the Associations, from one half hour to an hour's interview is held in the office in which the work is carried on. Last year some twenty different Associations and institutions were visited, and conferences were held with fifty different employed men on various phases of Association work. This included twelve directors of Association and college gymnasiums, twelve international and state secretaries, and twenty-six secretaries of city Associations. The class was enabled to see the physical work in the gymnasiums of Yale and Columbia Universities, and one of the New York City schools.

*Physical Training.* Every secretary is given a thorough course in physical training, which continues through two years. Those who desire are at liberty to take both gymnasium and field work for the Senior year as well. A complete description of this course is given on pages 71 and 73.

## 5. Degrees

The basis of the secretarial course is a study of humanics; that is, the study of human nature—physical, social, intellectual, and spiritual. It gives men a religious education and fits for social and religious service. Students who have fulfilled the requirements for admission described on page 83, who complete the three years' secretarial course, receiving on an average a grade of not less than 80 per cent, and on their theses a grade not lower than worthy of praise, will be recommended to the trustees by the faculty for the degree of Bachelor of Humanics (B. H.).

Students who are not high school graduates, but who have fulfilled the requirements for admission in English, mathematics, and history described on page 83, and who have completed the secretarial course of study and presented a thesis with a grade not lower than satisfactory, will be recommended by the faculty to the trustees for diplomas and will rank as graduates of the Training School.

## 2. Physical Course

### FACULTY

- J. H. MCCURDY, *Physiology of Exercise, Director of Gymnastics and Athletics, Football Coach.*  
 F. N. SEERLEY, *Histology.*  
 G. B. AFFLECK, *History of Physical Training, Hygiene, Anthropometry, Massage, School and Playground Administration.*  
 ELMER BERRY, *Anatomy, Physiology, Gymnastics, Athletics, Fencing.*  
 F. J. GRAY, *Gymnastics and Athletics, Wrestling.*  
 H. A. COOK, *Gymnastics and Athletics.*  
 T. E. JONES, *Gymnastics and Athletics.*  
 C. BAKER, *Gymnastics and Athletics.*



D. C. NORTH, *Gymnastics and Athletics, Boxing, Swimming, Association Football.*

F. L. HONHART, *Gymnastics and Athletics.*

A. C. HEIMSATH, *Gymnastics and Athletics.*

L. TAYLOR, *Gymnastics and Athletics.*

## 1. Theory

*Object.* To furnish "normal Christian physical education" to those preparing to become directors of the physical work of the Young Men's Christian Associations, or of colleges and schools.

The duties of a modern physical director demand that he shall be able to make an intelligent examination of the person who comes to him for advice; that he shall be able to wisely counsel with him in regard to food, clothing, sleep, work, exercise, and, in general, all those topics which are related to "living at one's best"; to put men into the condition of highest vitality and effectiveness in any line, is his first work. He must take into account the intimate relationships existing between body and mind, and must understand their mutual effects. He must be able to make his gymnasium a place of real recreation as well as of body building.

To accomplish these various ends, he must know the body and its laws (anatomy, physiology and hygiene). He must have a detailed knowledge of the effects of exercise upon the body (physiology of exercise). He must know how to get men into the best condition for the performance of any physical effort (training). He must be acquainted with the fundamental relations existing between a man's reproductive system and his bodily, mental and spiritual states (personal purity). He should know what to do in case of accidents (first aid to the injured). He must be able to make an intelligent examination of the heart, lungs, and other organs (physical examination). He must know how to measure and test men, and how to study these measurements in groups (anthropometry). He must know how to prescribe exercise for those needing remedial gymnastics sent to him by physicians (prescription of exercise). He must have at his service the experience of those of the past (history, literature, philosophy of physical training). He must be perfectly familiar with all the work which he is to use or teach (gymnastics, athletics, aquatics, games, sports, etc.). He must be familiar with details of the management of the physical department of the institution with which he will probably be connected (physical department of a Young Men's Christian Association). Each student prepares a working bibliography of the subjects in the course. Instruction is given in bibliographical methods.

## 2. Practice

This course includes, in addition to instruction in the regular physical training branches, a carefully outlined course in normal teaching. The normal practice commences in the Junior year and is continued through the three years for students in the physical course, and through two years

for secretarial students. This work is divided into two parts: first, that in the School itself; second, that in the surrounding Associations and clubs. The School normal practice is under the direct supervision of the instructors and occurs daily; for example, the Junior class in marching is divided into two squads with a teacher in charge of each squad. This pedagogical practice occurs daily in addition to the course of lectures on gymnastic pedagogy. A recitation course in gymnastic nomenclature and athletic rules is given in connection with each year's floor and field work.

The normal practice outside the School divides itself into three heads: First, those who are physical directors or assistants. Fifteen men are this year receiving this practice, and in addition are earning the whole or a part of their expenses. Second, those who are regular coaches in football, basket ball and hockey. In addition to this, practice is given in officiating at games, such as football, basket ball, etc.

The aim is to qualify students as *teachers* of gymnastics, athletics, and aquatics. A minimum of time will thus be spent in practice of mere feats of strength or skill in any of these branches. Emphasis is placed on the enthusiastic pushing of those exercises which are of chief value to the average man in the Associations. Muscular strength and coördination are to be developed only so far as they increase vitality.

Every subject throughout the course is studied and practiced from the standpoint of its usefulness as a physical or moral agent in the peculiar conditions obtaining in the Young Men's Christian Associations. Class rather than individual work, accordingly, is emphasized, and the elements of recreation and moral discipline are striven for. The work done in the Associations is rapidly evolving. The aim is to fit the student for the new movement rather than for the old. The progression in gymnastics, athletics, and aquatics will be as rapid as is consistent with thoroughness.

The fall course in athletics consists of events which can be done on any level field with little expense for the preparation of the grounds. It is believed many Associations refrain from taking up athletics because they do not know of the excellent sports which require little apparatus.

This course includes field evolution with calisthenics, hare and hound chases, cross country runs and football—both Soccer and Rugby.

The spring athletic course takes up track and field events. Each student is taught the standard events and the best methods of coaching for each.

The track events which are emphasized are the 100, 220, 440, 880-yard dash, the mile run and hurdling. The field events are pole vaulting, high jumping, broad jumping, shot putting, and hammer throwing. Instruction is given during the spring in baseball.

Physical instruction indoors progresses along the following lines: Class evolutions, calisthenics, games, apparatus exercises, and indoor athletics.

In class evolutions, the marching system by Cornell and Berry forms the basis for work.

Calisthenics are taught, first, by giving the principal positions derived

from the fundamental standing position; and second, by standard drills with dumb-bells, wands, bar-bells, and Indian clubs.

In games, basket ball and volley ball receive due attention; also such gymnastic games as circle ball, three deep, hand wrestling, Indian wrestling, etc.

In apparatus exercises, instruction is given on the horizontal bar, parallel bars, German horse, buck, traveling rings, and pulley weights.

### 3. Electives

Each student must sometime during his three years' course present three credits for graduation in 'varsity sport or in defensive exercises.

Membership on a 'varsity team for one season, or one course in boxing, wrestling or fencing with a passing grade represents one credit.

If desired all three credits may be earned in the same event. Seniors will have the first opportunity to elect fencing, wrestling and boxing.

Fencing, 10 weeks, 20 lessons, Professor Berry.

Wrestling, 10 weeks, 20 lessons, Mr. Gray.

Boxing, 10 weeks, following the wrestling course, Mr. North.

During the indoor season men may be excused from class practice one day per week for playing on a school team, or if they are doing an equivalent amount of normal practice provided they have a gymnastic grade satisfactory to their instructor.

Beginning January 3, men in the middle and senior years, who have low gymnastic grades will be required to elect an additional practice period per week.

Men desiring advance credits in athletics during the spring term may elect the athletic class during the winter term.

*Location.* There is no part of the country where athletics are more fostered, where the college athletic teams are better trained, or where the local Young Men's Christian Associations are more vigorous in their physical work than in New England.

The students visit the majority of the following named first-class gymnasiums during their course. The *Association Gymnasiums* at Worcester, Boston, Cambridge, Holyoke, Hartford, New York—23d Street, West Side, Harlem, Brooklyn. *College Gymnasiums*—Harvard, Amherst, Yale, Columbia. *Athletic Clubs*—Boston Athletic Club, New York Athletic Club. *Schools of Gymnastics*—Boston Normal, Harvard, New Haven Normal School.

Nowhere else in the country could this valuable experience be gained with so little expenditure of time and money.

The fine gymnasium of the local Association affords illustration of a model work. A well-organized course in physical training is conducted in the Springfield public schools.

The location of the School upon Massasoit Lake furnishes an excellent opportunity for training in aquatics. The School possesses a good fleet of boats for this purpose.

The rise of the playground movement and the increased demands in recent years for physical directors for schools and colleges has led to the addition of an entire term in methods devoted to these departments. As the playground work comes largely in the summer time many of the students are enabled to secure appointments for the vacation season.

## Junior Year

### 1. Theory

(1) *History and Literature of Physical Training.* (Professor Affleck, fall term, five hours per week.) Each student in this course will select some subject, make a study of it during the year, and write a paper. The course will cover the following topics:

(a) *Greek Period.* Ancient funeral games, their extent, range and significance. The funeral games over Patroclus; also other references to sport found in the Iliad and the Odyssey of Homer. The place of the athletic games as related to Greek history. Historical development of the Olympic games; their leading characteristics,—individual not group. The prize and honor system, and its effect upon the games. The rise and effect of professionalism. Greek ideas of exercise as related to health and education.

Funeral games among the Romans, the rise of the Ludi Gladiatori, and the gladiatorial combat. Place, influence, and the extent of the Roman games. The Roman baths. Physical training of the Roman army.

(b) *Medieval Period.* Estimate placed upon the body by the Latin Fathers of the church. The divorce between the natural and the spiritual. Early sports among the Germans as reported by Tacitus. The rise of chivalry. The knightly tournaments of the Middle Ages,—their place, conduct and influence.

(c) *The Dawn of the Modern Period.* Mecurialis, his book "De arte Gymnastica," and the medieval physicians. Place, work, and influence on physical training of Mulcaster, Locke, Rabelais, Luther, Milton, Fuller, Clias.

The Emile—J. J. Rousseau. The influence of Rousseau. The influence and life of Guts Muths, Vieth and Nachtgall, Friedrich Ludwig Jahn.

(d) *The Modern Period.* The development and characteristics of the German Turners,—their service in the Thirty Years' War. The organization and conduct of the Turnerbund. The present Turnerschaft, its extent, organization and conduct. H. P. Ling and the fundamental characteristics of the Swedish gymnastics. "The Day's Order" and the "Gymnastic Progression." Colonel Amoros, and the movement in France. The revival of interest. The new Olympic games. Baron Pierre de Coubertin. Place and influence of Delsarte. Play among the Anglo-Saxons. Early sport in England. The development and influence of group games, as shown by football. Athletics in the universities and preparatory schools of England. Early history of football, cricket, golf, lawn tennis.



(e) *The American Movement.* The first interest in physical training, Captain Partridge. The school at Round Hill, Harvard, Yale. The early manual training movement in schools. Life and influence of Dio Lewis. The new movement at Amherst, Harvard, Yale, Princeton, Mount Holyoke. The North American Gymnastic Union. Swedish gymnastics in America. Normal schools of physical training. The American Association for the Advancement of Physical Education. The leaders in physical training in America—Edward Hitchcock, D. A. Sargent, E. M. Hartwell, and others. The early physical training movement in the Associations. The early physical directors—Wm. Wood, Robert J. Roberts, Luther Gulick, and their influence. The Summer Schools and Physical Directors' Conferences. The Pentathlon. The Indoor Test. The Athletic League. The Training Schools. Physical training papers in English—Physical Education Review, Mind and Body, Gymnastic and Athletic Review, Physical Education, The Gymnasium. The Physical Department of the International Committee.

(2) *School and Playground Methods.* (Professor Affleck, winter term, five hours per week.) This term will be devoted to a consideration of:

(a) *Educational Institutions.*

Need and place of physical training in the curriculum; amount and type of work for students of different age, sex, and condition; relative importance of hygienic, recreative, educational and corrective exercises; athletics as compared with gymnastics; specialization vs. all-round work.

Organization of the department; faculty and student control; credit for work in the department; publicity and advertising; prizes and awards; records.

Construction, equipment and care of rooms, offices, baths, pools, ground, apparatus, etc.

(b) *Playgrounds.*

History. Playground movement in Europe and America, different fostering agencies, cities with one or more organized and supervised play spaces.

Organization. Supervision as conducted by private enterprise, clubs, municipalities, etc. Features of supervision and types of work found most satisfactory to the different typical groups attracted by the privileges.

Equipment. Detailed specifications of equipment for athletic features, outdoor and indoor gymnasia, dressing and bathrooms, swimming and wading pools, sand banks and boxes, shelter and assembly houses, grass plots, trees, etc.

Relationships. Ways in which the Young Men's Christian Association may coöperate in promoting and organizing such work.

(3) *Anatomy.* (Professor Berry, fall and winter terms, five hours per week.) Gross anatomy of the body and its parts. The body as a machine. This includes a study of the bones, articulations, muscles, muscle insertions, leverage, and of the combined action of muscles and mechanism of bodily movements. The physiological rather than the anatomical unit is

emphasized in the study of animal mechanics. The course aims to give the anatomical knowledge basal to a thorough understanding of the mechanical problems in gymnastics, athletics, and corrective gymnastics. Demonstrations on individuals are conducted illustrating muscular origin, insertion and action with reference to erect carriage of the body.

(4) *Histology*. (Laboratory work, Dr. Seerley, winter term, ten hours per week.) Microscopic anatomy of the organs of the body. Histology—a study of the microscopic structure of every part of the body. Based upon the fact that “function makes structure,” the student secures a wide knowledge of the fundamental functions by knowing the fundamental structures. The student also makes sections for himself, thus becoming acquainted with the laboratory method of investigation.

(5) *Physiological Physics and Chemistry*. (Professor Berry, spring term, five hours per week.) No students will be admitted to this course who have not already had a thorough preparation in general physics and chemistry.

(a) *Physics*. A study of the laws of physics particularly applied to the problems of physiology, such as the flow of liquids in tubes, blood pressure, blood velocity, intra-pulmonic and intra-thoracic pressure. Physiological stimulation by induction coils, demarcation current, negative variation, osmosis, osmotic pressure. The laws of the lever, momentum, etc., applied to gymnastics and athletics.

(b) *Chemistry*. A survey of the field of organic chemistry. Laboratory study of the carbohydrates, proteids and fats—their properties, characteristics and reactions. The chemistry of the digestive juices and their action on the foods. Chemistry of the urine and total nitrogen determinations by Rjehdahl method.

## 2. Practice

(Messrs. Gray, Crispin, Honhart and Taylor, three terms, two hours per day.) The Junior physical work is the same for all students.

(1) *Field*. Instruction is given in field athletics, standing broad and running high jumps, discus, shot putting, pole vaulting, running, baseball (batting, base running, fielding, and team practice), football (ball passing, instruction in different positions, falling on the ball, and team practice), minton, field hockey, and cross country running.

(2) *Gymnasium*. Instruction is given in plain marching, special attention being paid to the best formations for handling large classes. Maze running receives attention during this year. After a study of the typical gymnastic positions in calisthenic exercises, sample drills are taught with dumb-bells, heavy Indian clubs, pulley weights, and elementary exercises on the heavy apparatus. Emphasis is laid on the hygienic work, which permits large classes to be handled effectively. The bouncing board is used largely, and an effort made to secure a large dosage of work by using large groups

of muscles (legs and trunk work chiefly) in a great variety of simple and interesting exercises. The aim is to present a type of work which can be used effectively with large mass classes of average ability.

(3) *Aquatics*. Swimming, diving and canoeing are taught.

## Middle Year

### 1. Theory

(1) *Physiology*. (Professor Berry, three terms, five hours per week.) The instruction consists of recitations, lectures and laboratory work. The view-point of the course is towards physiology of exercise, personal hygiene, and general massage rather than medicine. It includes a study of circulation, respiration, digestion, absorption, excretion, metabolism, nutrition, animal heat, muscle, nerve, central nervous system, and the special senses.

Text books: Howell, "Text Book of Physiology"; Stewart, "Manual of Physiology with Practical Exercises." Collateral reading: Schafer, "Text Book of Physiology"; Tigerstedt, "Lehrbuch der Physiologie des Menschen"; Hill, "Recent Advances in Physiology and Bio-Chemistry."

(2) *Massage and First Aid*. (Professor Affleck, fall term, nine weeks, five hours per week.) Every student has practice with a subject two hours per week. A final examination in technique is required.

Text books: Kellogg's "Massage" and Kleen's "Handbook of Massage," supplemented by lectures and demonstration.

(3) *Hygiene*. (Professor Affleck, winter and spring terms, five hours per week.)

#### (a) Personal Hygiene.

Vitality and its problems; the development of the vital functions; respiration, circulation, etc. Sleep. Clothing. Light and the eye. Hearing. Bathing and physiological effects of water. Foods and dietaries—sources, value, digestibility, etc.; stimulants and narcotics; training table diet.

Text books: Pyle's "Personal Hygiene," and Bissell's "Manual of Hygiene." Collateral reading: Stevenson and Murphy's "Treatise on Hygiene"; Parke's "Practical Hygiene"; Davies' "Handbook of Hygiene"; Kellogg's "Hydrotherapy"; Hutchinson's "Food and Dietetics," and Thompson's "Practical Dietetics."

School desks and posture. Retardation of growth of children through disease. Unhygienic conditions in school buildings and equipment. Mental fatigue and overpressure. Playgrounds, recesses, systematic exercise, games, vacation period, etc.

Text books: Kotelmann's "School Hygiene," and Shaw's "School Hygiene." Reference: Burgenstein und Netolitzky, "Handbuch der Schulhygiene."

(b) Racial Hygiene.

*Racial Vitality.* Causes of national health or lack of it. Historical examples—Hebrew, Greek, English, French, Spanish.

*Heredity.* Theories of transmission of characteristics, physical and psychical. Acquired characteristics. Legislative attempts to prevent marriage of the diseased and criminal.

*Endowment.* Causes which tend to modify normal growth and development, summed up in the subjects belonging to natural hygiene, climate and meteorology, etc.; also many subjects belonging to municipal hygiene, the sanitary plumbing, lighting and ventilation of tenements, factories, shops, public schools, etc.

*Civilization.* Sociological conditions which affect organic vigor.

The adoption of machinery as affecting the bodily development of the race. The progressive urbanization of civilized peoples. Urbanization as related to vitality. Specialization as affecting bodily vigor and development. The growth of school life as related to health and development. Devices of the day for increasing the amount of work an individual can do—the telephone, telegraph, stenographer, mail service, steam, etc. Diseases of occupation. The physical condition of the young men of the cities.

Text book: Hough and Sedgewick, "The Human Mechanism."

## 2. Practice

(1) *Field.* (Professor Berry and Messrs. Jones, North and Heimsath, three terms, two hours per day.) Students are taught tennis, baseball, football (punting, place and drop kicking, tackling bag and team practice), and golf. Instruction is given in sprinting, hurdling, middle distance running, hop, step and jump, broad and high jumping, pole vaulting, and hammer throwing.

(2) *Gymnasium.* The class continues the practice of marching begun in the Junior year, supplementing it with fancy marching and gymnastic dancing. The wands, bar-bells, and Indian clubs receive special attention. Intermediate exercises on the heavy apparatus consist of exercises adapted for leaders and classes in the intermediate grade. The athletic side of gymnastics is fostered; i. e. those exercises which require strong legs and trunk rather than those which demand large arms and shoulders. The methods of running group contests are taught during this year.

## Senior Year

### 1. Theory

(1) *Physical Diagnosis, Prescription of Exercise.* (Dr. McCurdy, fall term, five hours per week.)

(a) *Physical Diagnosis.* Study of the appearances, conditions, defects, and deformities likely to be met with in the examining room. Method of



examining the heart, lungs, etc., to prepare the student to assume such responsibilities as may properly rest upon the physical director, and to protect those who may come under his charge against unwise exercise and habits of life.

Text book: Cabot's "Physical Diagnosis."

(b) *Prescription of Exercise.* The adaptation of various forms of exercise to the needs of the individual. Exercise as affecting:

*Form.* The thorax. Effect of prolapse of viscera. Methods for their restoration. Position of the shoulders, raising and lowering shoulders. Aetiology of unevenness. Shoulder blades flattening against the trunk. The building up of small parts. The reduction of fat. Spinal curvatures.

*Vitality.* Special need of exercise during present civilization. Neurasthenia. Deficient nutritive ability. Relation of exercise to vitality. Exercise with reference to temperament. Large versus small dosage.

*Disease.* Congestions; hernia; constipation; cardiac weakness; cardiac insufficiency; partial paralysis; indigestion. The writing out of prescriptions to suit special cases. Strength tests as a basis for prescription.

(c) *Training.* Preparatory for athletic competition.

The object of the course is to enable the student to prescribe exercise intelligently. In so far as this laps over the field of medical practice in the treatment of disease, the aim is to enable the student to take the general instructions of the physician, render them definite, and carry them out effectively. The limitations of this treatment are carefully considered.

(2) *Physiology of Exercise.* (Dr. McCurdy, winter term, five hours per week.)

This course consists of lectures, laboratory work, the preparation of digests, and recitations upon assigned subjects. The material for the lecture and recitation course is covered in part by the following books and periodicals: Lagrange, "The Physiology of Bodily Exercise"; Treves, "Physical Education"; Mosso, "Life of Man in the High Alps"; Kolb, "The Physiology of the Maximum of Sport"; "The Journal of Physiology" (English); "The American Journal of Physiology"; "die Centralblatt für Physiologie." The laboratory section is made possible by the gifts of alumni and friends. This course includes instruction in the technique of the sphygmograph, sphygmomanometer, pneumograph and ergograph. The major portion of the experimental work at present consists of studies of the effect of exercises of speed, strength, skill, and endurance on circulation, muscle and nerve. The instruments used are of the same pattern as the new ones recently introduced into the physiological laboratory of the Harvard Medical School. In addition to these, others have been constructed by the Training School mechanic. The effect of exercises of speed, strength, skill and endurance on heart rate, pulse characteristics, and arterial pressure are studied in detail. In the fatigue studies with the ergograph, three types of instruments are used: the weight ergograph, the spring ergograph (isotonic method), and the spring ergograph

(isometric method). On the days of laboratory work, an additional hour of class attendance will be expected of the student.

(3) *Organization of the Physical Department.* (Dr. McCurdy, spring term, five hours per week for five weeks.) During the spring term the following subjects will be considered:

*The Gymnasium.* Construction; equipment; organization; advertising teams, newspapers, prospectus, etc.; gymnastic pedagogy.

The class studies the construction of the gymnasium, locker rooms, bathrooms, bowling alleys; also the construction and management of athletic grounds.

Under equipment they will study the most approved methods of fitting up the gymnasium and grounds for physical exercise.

Under organization, the physical department committee and its relation to the board of directors; sub-committees; leaders' corps; athletic committee; outing and Bible study committees.

Advertising the physical department.

(4) *Anthropometry and Physical Examinations.* (Professor Affleck, spring term, five hours per week.) Treated through lectures, discussions, digests and assigned readings.

(a) *Historical.* Origin of the science. Laws of human proportions. Sketch of military, college and public school anthropometry.

(b) *Values.* Statistical and diagnostic value of measurements. Comparative value of various kinds of anthropometric tables. Relative value and point of view for taking individual measurements. Comparative value and adaptation of various forms of strength tests,—Intercollegiate, Kellogg's, Sargent's.

(c) *Statistical Methods.* The ideal, type, average, mean, probable deviation, probable error, etc., defined and discriminated. The whole process of construction of anthropometric tables is demonstrated to the student by practical problems in their actual construction. This is done primarily not that he may make such tables, but that he may understand them and keep up with the literature on the subject.

The generalizing and individualizing methods of observation. The absolute annual increase in growth and the relative annual increase. The correlation of anatomical and physiological tests.

(d) *Laws of Growth.* Comparative growth in height, weight, lung capacity, strength, etc. Racial, seasonal, and diurnal rhythms, including the whole discussion of acceleration and retardation of growth and assigned causes. Nascent periods, age of puberty, Bowditch's law, etc. Changes in growth produced by environment; influence of exercise upon growth; of disease; of occupation; nationality, etc. Physical basis of mental efficiency; dolichocephaly and its relation to height, weight, and other physical qualities.

(e) *Types of Development.* The typical college man, college woman, strong man, sprinter. American boys and girls.



THE GULICK MEDAL

Text books: Hastings' "Manual for Physical Measurement" (Boys and Girls); Seaver's "Anthropometry and Physical Examination."

(5) *Physical Training Seminar.* (Dr. McCurdy and Professors Affleck and Berry.) A seminar will be held on advanced work in physical training, at which there will be presented original work done by the faculty, graduate students, and undergraduates, and by other specialists. The seminar will keep abreast of the newer lines of physical training. It is for all students in the physical course.

Each Senior student who is a candidate for a degree will prepare a thesis upon some topic related to the course of study. This work must be done under the direct supervision and coöperation of one of the instructors. The title of this thesis shall be engrossed upon the diploma, and ranked either as satisfactory, worthy of praise, worthy of high praise, or worthy of the highest praise. The two higher grades shall be given only for work that is original. The thesis must be completed before the spring term is begun.

The Gulick medal, given by Dr. Luther Halsey Gulick, director of physical training in the public schools of Greater New York, will be awarded in the spring of 1908, under the following conditions: The subject must be one relating to physical training. It must be based upon first-hand observation of facts and include conclusions therefrom. It must include a study of the literature of the topic. Superiority of method and skill shall count for fully as much as actual results obtained. The problem must be one which is worth while, and the thesis one which has not previously been proven.

The appointments for the School year 1907-1908 are as follows:

- Dr. C. Ward Crampton, Public Schools, New York City, "Pubescence and Scholarship."  
 Dr. William Skarstrom, Columbia University, "Kinesiology of the Shoulder and Upper Back."  
 Dr. Paul C. Phillips, Amherst College, "Scholarship and Athletics."

*Student Theses:*

- J. W. Bailey, "The Physiological Effects of Basket Ball."  
 E. A. Bauer, "Diurnal Variations in Heart Rate."  
 G. O. Draper, "The Opportunities of a High School Physical Director."  
 F. L. Honhart, "The Contribution of the Y. M. C. A. to Physical Training in Educational Institutions."  
 A. G. Johnson, "History of the Administration of Playgrounds in America."  
 J. L. Johnson, "The History of College Baseball."  
 T. E. Jones, "Rise and Development of College Track Athletics."  
 H. O. McGuire, "The Effect of Diet on Blood Pressure and Heart Rate."  
 D. C. North, "Association Football—A Brief History and Technique of the Game."

## 2. Practice

(Dr. McCurdy and Messrs. Cook and Baker, three terms, two hours per day.) The Senior work includes normal practice, gymnastic theory, and construction in advanced gymnastics.

(1) *Normal Practice.* Normal practice consists in leading mass classes, in outlining exercises for different groups of people—boys, young men and business men, and in the managing of the School's public exercises, sports and games. The Wednesday evening public normal practice has an attendance of one to three hundred visitors. The direction of the entire physical practice for the evening devolves upon some member of the class. On the following day the program of the preceding day is reviewed, criticism is given of the matter presented and on the method of presentation, and the pedagogical errors of a technical nature are shown the pupil teacher.

(2) *Gymnastic Theory.* This section will include a study of gymnastic nomenclature with practical demonstration by the class. The construction of series of exercises for different groups of individuals will receive attention. The order of development of the exercises for the individual lesson is studied in its physiological and pedagogical aspects. From the abundance of physical exercises the teacher must be trained to select those which are scientifically correct, and in addition those having intrinsic interest in themselves. The lectures and recitations in gymnastic pedagogy will discuss the common faults in teachers, the best class formations, and the essentials to be considered in the selection of "leaders."



Text books: Ehler, "Gymnastic Nomenclature"; Fish, "Calisthenic Nomenclature"; Cornell and Berry, "Gymnastic Marching."

(3) *Physical Practice.*

(a) *Field.* Students are taught hurdling, walking, and football—Rugby and Soccer (team practice, coaching).

(b) *Gymnasium.* Instruction is given in gymnastic dancing, single sticks, tumbling, and advanced exercises on the heavy apparatus. Three credits are required in defensive exercises. All these credits may be secured in one subject, or they may be divided between fencing, wrestling, and boxing.

(c) *Aquatics.* Rowing in single and double gigs, also in four-oared working boats, is taught.

Students are expected to attend each year two conventions; one of the Young Men's Christian Association, and the other of the American Association for the Advancement of Physical Education.

#### DEGREES

The basis of this course is the studies which fit a man for thorough scientific work in physical training. Students who have fulfilled the requirements for admission described on page 83, who complete the three years' physical course, receiving on an average a grade of not less than 80 per cent, and on their theses a grade not lower than worthy of praise, will be recommended to the trustees by the faculty for the degree of Bachelor of Physical Education (B. P. E.).

Students who are not high school graduates, but who have fulfilled the requirements for admission in English, mathematics, and history described on page 83, and who have completed the physical course of study, will be recommended by the faculty to the trustees for diplomas and will rank as graduates of the Training School.

### 3. Boys' Work Course

It is becoming apparent that practically all men who are to enter the secretaryship or physical directorship of the Association ought to familiarize themselves with work among boys. Much attention is given at the Training School to studying the social and religious life of boys and methods of helping them. There is demand for secretaries with special reference to work for boys, and also for physical directors among boys. Students desiring to become secretaries of boys' departments will take the regular secretarial course, and students wishing to fit themselves for physical work among boys will take the regular physical course. Students preparing for work among boys will be assigned special reading in connection with their theses.

So much interest has been manifested in this form of work that the subjects which are taught at the institution bearing upon work for boys are here grouped together. They form an excellent course for preparation for

the boys' secretaryship and physical directorship. Many of the leaders in this work are among the School's recent alumni. The library is equipped with the most up-to-date discussions of work for boys. The special courses bearing upon boys' work are as follows:

- (1) Boy Physiology and Psychology. Dr. Seerley.
- (2) Physiology of Exercise for Boys. Dr. McCurdy.
- (3) Studies in Adolescence. Professor Burr.
- (4) General Outline of Work for Boys. Professor Cheney.
- (5) Physical Work for Boys. Dr. McCurdy.
- (6) Apparatus for Physical Work for Boys. Dr. McCurdy.
- (7) Practical Work for Boys.

(1) *Boy Physiology and Psychology*. (Dr. Seerley.) This subject is taught in connection with the general course in psychology, and can be found in detail on page 51. It will be seen that attention is given under genetic psychology to the study of the laws of mental development as they appear in the boy and young man. The study of the human instincts receives careful attention. In this connection the subject of personal purity from the psychological standpoint is presented, also the influence of heredity, degeneracy, and other important subjects.

The course in physiology, which is described in detail on page 55, considers the laws of growth, and the conditions of the body at different stages of its development.

(2) *Physiology of Exercise for Boys*. (Dr. McCurdy.) Instruction is given on the effect of different types of exercise on the physique of the growing boy. The heart rate, pulse characteristics, and blood pressure are carefully studied. The respiration is carefully treated in its relation to the different types of exercise. Various fatigue problems are considered in their relation to the growth and exercise of the boy. (See page 74.)

(3) *The Social Life of the Boy*. (Professor Burr.)

- (a) The social nature of the boy.
- (b) The social organization of boys. Gangs, teams, clubs, etc.
- (c) Periods in the development of the social life of boys.

The hunting period: the time of the bow and arrow and Indian play. The agricultural and pastoral period: time of especial interest in care of plants and animals. The constructive period: the time when the passion to make something shows itself. The competitive game stage: the time when individuals play in groups, but without team play. The coöperative period: the time for the team play—football, baseball, hockey, etc. The altruistic period: the time when egoism is modified by altruism. Adolescence.

(d) Practical suggestions as to the types of organization best fitted for boys in these various stages.

(4) *Methods*. There is being a rapid development in methods of work among boys. In order that students in this course, and all students preparing for the secretaryship, may have the latest conception of the best

methods, arrangements have been made with a group of leaders in work among boys to give lectures upon the most successful methods of work. The School stands for the same ideal in boys' work as in work for men—that the work of the Association is to advance the kingdom of God, and that all the work must be carried on from the point of view of winning boys and young men to accept Christ. Special attention will be given to methods of helping boys in Christian living, in Bible study and in Christian work.

(5) *Physical Work for Boys.* (Dr. McCurdy.) The course consists of instruction in the types of exercise best fitted for boys, and of normal practice in leading in gymnastics and sports for boys. The mass class work includes marching, free exercises, dumb-bells, clubs and bar-bells. The work on the heavy apparatus includes only the hygienic work where momentary support is required. The course in indoor games includes team games like basket ball and hoop ball. Instruction is given in the various track and field sports, also in the different styles of swimming and diving. Splendid facilities are offered for ice sports on the lake adjoining the School, also on the School rink. Skating and ice sports are taught.

(6) *Apparatus for Physical Work for Boys.* (Dr. McCurdy.) Lectures and discussion of the historical aspects of the subject from the point of view of preparatory schools, college settlements, boys' clubs, etc.; of the value of outdoor gymnasias and their construction; of the equipment of indoor gymnasias, athletic fields, bath and locker rooms, etc., for boys. (See outline of full course on the organization of a physical department, page 76.)

(7) *Practical Work for Boys.* A large number of the students are doing practical work for boys. Many of them have classes in the Sunday school which they hold together during the week days by outings, athletic and gymnastic games, and social gatherings. During the past summer, three playgrounds and two swimming places were maintained in Springfield, and were manned by Training School students. These furnish an admirable opportunity for experience with boys. In addition to these opportunities for doing work for boys, the students are fortunate in being able to study an unusually successful work for boys in the local Association, and also the work of the Springfield Boys' Club for working boys.

#### 4. Special Courses

Special certificates will be given for proficiency in the following lines of work, and also credits which will count towards degrees:

(1) *Literary and Debating Societies.* The Lee, McKinley and International societies furnish ample opportunity for all students who desire to do so, to secure training in debate and parliamentary practice. Members of the faculty act as critics and advisers.

(2) *Voice Culture and Music.* (Professor Hyde.) This course aims

to train men for public speaking and to enable them to use music and song effectively in the practical work of the Association.

(a) *Vocal Expression and Voice Building.* Special attention is paid to the right use of the voice both in speech and song. The classes are trained in the principal styles of reading, especially the Scriptures.

(b) *Musical Leadership.* Drill is given in the following points:

Conducting congregational singing; adapting music to work on the gymnasium floor, such as marching and folk dances; singing, with special reference to teaching; good music in relation to religion and education.

(c) *Chorus Singing.* From the best voices in the school a glee club is selected, which is trained in the finer points of ensemble work. An occasional concert is given.

(d) *Mandolin Club.* Occasion is usually afforded for players of various instruments to combine in an organization, either a mandolin club or, when material is available, an orchestra.

(3) *Nature Study.* (Professor Affleck.) During the spring term classes will be formed for nature study, to give preparation for conducting outdoor expeditions, nature study classes, and camps in the Association. This will be of special value to those preparing for boys' work.

(4) *Normal Work.* Generous opportunities are offered for normal work in nearby churches, Associations and schools. This normal practice is considered an essential element in technical training.

(5) *First Aid.* Drill is given in first aid to injured—bandaging, antidotes for poisons, and resuscitation.

## 5. Preparatory Course

As no student can be a candidate for a diploma and be admitted to the regular courses at the Training School in full standing unless he has a good English education and has attained high school standing in English, general history and mathematics, provision has been made by the trustees for students to make up deficiencies in these branches. As no student can be admitted to the work in physiological physics and chemistry unless he has first mastered general physics and chemistry, the trustees have provided in the preparatory course for instruction in these two branches.

(1) *English.* (Mr. Conklin, three terms, five hours per week.) The object of this course is to familiarize the student with the use of English. Much personal instruction is given, and a study of rhetoric and composition as far as usually covered in a high school or academy.

(2) *General History.* (Professor Hyde, three terms, five hours per week.) The aim of this course is to trace the development of our occidental civilization. Events, dates, the rise and fall of empires, are studied not in reference to themselves alone, but also as exemplifying large principles, and as carrying with them the growth of the human



spirit. All history is looked upon, not as the story of what is past, but as the only means of knowing, and so of serving, the present.

(a) *Ancient History*, from the beginnings of man's existence as far as this is known until the close of the Roman period. The past of the race as it has lately been enlarged and rendered significant is presented; Greek history is studied with reference to the contribution which Hellenic peoples have made to art and to philosophy; Roman history as conditioning the political and mental life of Modern Europe, as the great examples of law and administration. The text book, used only as a foundation of this course, is "Myers' Ancient History," Ginn & Co., revised edition.

(b) *History of Western Europe*, from the close of the Roman period to the present time. Here the valuable contribution which the Germanic races have made to the heritage from the classic past is set forth together with the part which the church has played in the development of Europe. Study is made of the Renaissance, what it was, and what it accomplished for life and thought. The text book is "Robinson's History of Western Europe," Ginn & Co., two volumes.

(c) *English History*. England from her peculiar position relative to Europe was able to receive much of the results of all previous civilization, while still her isolation enabled her to place her own stamp upon this material and to mould it to her own uses. This resultant she hands along to the Western Hemisphere, conditioning largely its complexion and its constitutions. To follow this process is the object of this course. The text books used are "A Student History of England," by Gardiner; Longmans, Green & Co., new edition; Gardiner's "Atlas of English History," same publishers.

(3) *Mathematics*. (Mr. Baker, three terms, five hours per week.) The first part of this course is devoted to a review of advanced mathematics. Algebra is then studied as far as quadratics, and the last term is devoted to mastering the five books of plane geometry. The text books used are: "Grammar School Arithmetic," G. A. Wentworth, revised edition; "Elements of Algebra" and "Plane Geometry," revised edition, by same author.

(4) *Physics*. (Professor Berry, fall term, five hours per week.) This work is conducted on the laboratory method and is devoted to a study of general physics. It seeks to prepare for the understanding of and research in subsequent studies in bodily mechanics and physiology of exercise. The text book used is Wentworth and Hill's "A Text Book of Physics."

(5) *Chemistry*. (Professor Berry, two terms, five hours per week.) A large share of this work is devoted to laboratory exercises. The course takes up general inorganic chemistry and aims to prepare the student for a later study of physiological physics, hygiene, diet, etc. The text book used is Long's "General Chemistry."

(6) *Gymnastics and Athletics*. Students in this course will be given gymnasium and athletic exercise two periods daily under competent instruction.

## General Information

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### Requirements for Admission

(1) The Training School is open only to Christian young men, over eighteen years of age, who *have already shown ability* in the direction of the work for which they wish to prepare. Each applicant must be a member in good standing of an evangelical church, and, if admitted, bring a certificate to this effect, and unite and work with some church of his choice in this city within the first term after his admission.

(2) Candidates for the Bachelor's degree in either the secretarial or the physical course may be admitted on presentation of a certificate of some approved high or preparatory school. Candidates without such certificates may be admitted under the following conditions:—

(a) They must present a certified list of subjects covered, with the grade in each; also the number of recitation periods in each subject.

(b) One recitation period is to count one point.

(c) The total number of points required is 2,880, the same as by the Board of Regents of the University of the State of New York.

(For a suggested outline of courses see "Secondary Education, Bulletin 27, Syllabus for Secondary Schools 1905," published by the New York State Education Department, Albany, N. Y. Price 25 cents.)

(d) The requirements in English are 520 points, in mathematics and science 600 points, and in history 400 points.

(e) The additional 1,360 points required are elective.

(f) Candidates must pass examinations in English, mathematics and history under the supervision of the Training School, but credits will be accepted in other subjects from institutions of recognized standing.

(3) Candidates for a diploma in either the secretarial or the physical course may be admitted, provided they satisfy the president that they are qualified for the course which they wish to take.

For entrance to the secretarial course, students must have the equivalent of a high school diploma in:

(a) English, covering grammar, rhetoric, and English literature. Text books: "New Practical Grammar and Correspondence," Williams & Rogers; "Higher Lessons in English," Reed & Kellogg.

(b) History, covering ancient, European, English and United States history. Text books: "Myers Ancient History"; "Robinson's History of Western Europe"; Gardiner, "A Student History of England," and "Atlas of English History."

(c) Bookkeeping and commercial law. Text book: "Gano's Commercial Law."

For entrance to the physical course, students must have the equivalent of a high school diploma in:

(a) English, covering grammar, rhetoric, and English literature.

(b) History, covering ancient, European, English, and United States history.

(c) Mathematics, covering arithmetic, algebra, and geometry. Text books: "Wentworth's Grammar School Arithmetic," revised edition; "Elements of Algebra"; "Plane Geometry," revised edition.

(d) Physics. Text book: Wentworth & Hill's, "A Text Book of Physics."

(e) Chemistry. Text book: "Long's General Chemistry."

Students who cannot present satisfactory certificates for work elsewhere will be required to pass examinations before entrance. Arrangements have been made by the trustees to give instruction to students who may be deficient in English, history, physics, chemistry, and mathematics.

(4) College and technical school graduates may be given advanced standing if the president finds upon examination that they have satisfactorily completed any subjects in the course for which they are registered.

(5) All men enter the institution on probation. They are admitted as matriculated students only after they have satisfactorily completed one term's work.

(6) All students upon entering must pass a physical examination. Candidates for the physical course should do this before coming.

(7) Business experience is considered very desirable for men entering the secretarial course.

(8) Admission should be applied for at least two weeks before the opening of the school year (Wednesday afternoon, at four o'clock, September 23, 1908), and all students are expected to be present at the opening exercises.

(9) If at any time a student shows a lack of the prerequisites for success, he will be dismissed.

(10) No one will be enrolled as a student unless he is taking two hours' recitation work daily. Persons desiring less work may be admitted as visitors, but cannot be rated as students.

(11) No student who is in arrears to the school will be graduated.

## Estimate of Expenses for the School Year

The following table is based upon the experience of the past five years:

Table board (Woods Hall, \$3.25 per week),	\$115 00	\$115 00
Furnished room with light and heat (\$1.50 per week, 38 weeks),	57 00	57 00
Tuition,	100 00	100 00
*Gymnastic and athletic suits,	15 00 to	40 00
Laundry,	12 00 to	20 00
Text and note books,	12 00 to	30 00
Laboratory supplies,	6 00 to	8 00
Conventions,	15 00 to	18 00
‡Membership in student Association,	5 00	5 00
Subscription to "Men,"	50	50
Subscription to "Association Seminar,"	75	75
	<hr/>	<hr/>
	\$338 25	\$394 25
Senior trip,	16 00	16 00
Diploma,	3 00 to	5 00

An additional fee will be charged for boxing, fencing and wrestling.

Tuition is payable *strictly* in advance, first half at opening of School, and second half on the last Monday in January; room rent *promptly* on last Monday in each month, and rooms can be held only upon this condition. No reduction of rent will be made to a student who engages a room and fails to appear at the specified time, nor to one who vacates his room less than a month before the close of the School. Rent stops only when the room is vacated and the key returned to the office. A deposit of fifty cents will be required for each key.

Each student lodging in the dormitory will care for his own room, which must be kept scrupulously clean. *He will be expected to provide sheets, pillow slips, towels and soap.* Beds are all single; pillows, 18 x 25 inches. Rooms are liable to inspection.

Sets consisting of four sheets, two pillows slips, four large linen towels, and two large bath towels, all hemmed, can be furnished by the School for \$4.00, if ordered in advance.

## Recitations, Practice, and Examinations

Each student is expected to have at least three forty-five minute classroom exercises each day during five days of the week; also at least two

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\*Students are advised not to purchase gymnasium or athletic suits before coming to the School, as the School has regulation colors and suits which all are expected to wear.

‡Students are expected to take out a membership in the Student Association, and support its work. This ticket will admit them to the privileges of the city Associations.



hours' daily practice, according to the year and department, in gymnastics, athletics, laboratory work, or practical work in the Young Men's Christian Association.

There is no school on Saturday from April to November, or from Saturday noon to Monday noon, November to April.

A Junior or Middler shall be eligible for promotion only after passing satisfactorily in every branch prescribed for the year covered, and upon approval of the president. Students who for any cause fail to pass the regular tests, or for any other reason require special examinations, will be charged a fee of fifty cents for each examination. A certificate that the fee has been paid must be received from the registrar before the examination will be given by the instructor.

A Senior will be recommended by the faculty to the trustees for graduation only after passing satisfactorily in every branch of the course. Two typewritten copies of each thesis, paper and style of binding as prescribed by the librarian, shall be deposited in the library of the Training School, which reserves the right of publication.

Conditions imposed in any subject must be met during the following term. If a student is conditioned for more than two terms in more than two subjects, he will lose standing as a regular student, and can only be ranked as a special student.

All students are expected to be subscribers to "Association Men," and to be members in some Young Men's Christian Association in Springfield or vicinity.

## Self-Support

Many of the students earn a portion of the expenses of the course either during vacation or by securing work in the city. The institution cannot undertake to find work for students in advance of their coming, but by letters of introduction, information, and in other ways renders much assistance to students with insufficient means. A small loan fund, however, has enabled quite a number of students to complete their course. The income from the Foss Fund of \$1,000 is also available for this purpose. A number find opportunity for work in connection with the buildings. Ten students are given positions as assistant teachers in the preparatory department and in the gymnasium. A number secure positions in neighboring Associations. Candidates for admission who have insufficient means are invited to correspond with the president.

## Representation in Athletics

Men with conditions in more than two subjects which are one term old shall not represent the School in any public exhibition. Special students may not represent the School unless they are carrying successfully

ten hours of classroom work per week in addition to physical practice. A special student shall not act as captain, manager, or president of any School organization.

## Student Organizations

### 1. The Student Association

The Student Young Men's Christian Association is now in its twelfth year, and has become a great factor not only in the life of the School, but also in the life of Springfield and vicinity through work done by its members. It is unique in two respects: (1) It controls not only the religious, but also the social and athletic activities of the student body; (2) Every student in the School is an active member. The membership fee is \$5 per year, payable strictly in advance. Prospective students desiring further information are invited to correspond with the president of the Association.

Officers (1907-08): President, Geo. C. Pratt, '08; vice president, H. O. McGuire, '08; secretary, W. E. La Ganke, '09; treasurer, D. C. North, '08.

### 2. Lee Literary Club

This club, the oldest of its kind in the School, has accomplished much useful work. Since its inception it has striven to give thorough discipline in debate and in the proper conducting of deliberative assemblies. Through its regular weekly meetings its members are afforded an opportunity of acquiring that facility of speech, and that clearness and force in the expression of thought and feeling, which form such a valuable asset in after years. The Lee Club has the good fortune to possess a handsomely and appropriately furnished room, the gift of an ever-respected friend of the School—Henry S. Lee. Further, it has for critic Prof. H. M. Burr, whose kindly and sympathetic criticism contributes so much to the success of the Club. An annual prize debate for gold and silver medals usually concludes the season.

Officers: President, Fred G. White, '08; vice president, R. C. Cubbon, '09; secretary-treasurer, C. W. Bingemann, '09; sergeant-at-arms, R. S. Flower, '08.

### 3. McKinley Society

This society has just entered upon the sixth year of its career, which is marked by a steady increase in strength. With Dr. Ballantine and Mr. Berry as critics, the society is giving to its members a proper training in the grace and goodness of the power of public address which can be acquired with greatest results only during college life. Knowledge is useful, but the ability to stand in the presence of others and make known our thoughts and mental acquirements is of much more value. There will

be some time in life when we will feel the necessity of being able to make a speech; when the extemporaneous power will be almost priceless. The greatest value of the McKinley Society rests, therefore, upon the refining and beneficial influence which it has exerted and which is daily being multiplied. The McKinley has sent out faithful, earnest, intelligent workers, whose efficiency has been increased and whose lives have been made better through the personal contact and friendships, the glorious privileges and environment of their probation in the society. We extend a hearty welcome to the incoming classes and promise them both pleasure and profit in their connection with us.

Officers: President, Geo. R. Fleming, '09; vice president, H. S. Twitchell, '08; secretary, J. H. Stine, '09; treasurer, L. Gardner, '10.

#### 4. The International Lyceum

The words friendship, opportunity, and International Lyceum go together. This society especially aims to help those in need of training in public speaking. Its past history, beginning in 1902, has been bright. Among other happenings, it was the victor in the intersociety debate of 1904. During the next year a prize silver cup debate was conducted among its own members. Furthermore, the society has sent out strong men who are now doing good service. But not only has our society a bright past, but a bright present and future as well. One or two social events are conducted each year by the society. These are preceded by a short program, giving the members direct practice in public speaking. We have a good spirit, and this is strengthened much by our critic, Professor Hyde. In him we have a strong personality, a life of power and friendliness, and a perfect mine of good judgment and advice, backed by a splendid example. Here, as our critic has said, we are taught how to put our life into our words, also how to stir the emotions of others, thus changing their lives and thinking. It should be noted that by the election of officers each term, each member is given the chance to hold office.

Officers: President, H. O. McGuire, '08; vice president, H. W. Northcott, '09; secretary, A. C. Heimsath, '09; treasurer, Y. Morise, '09; sergeant-at-arms, E. N. Edgerly, '10; chaplain, J. M. Carson, '10; chairman of program committee, I. H. Farnham, '10; critic, Prof. F. S. Hyde.

#### 5. British Fraternity

The British Fraternity was organized six years ago for purposes of mutual happiness and fellowship among all Britishers at the School, to promote patriotism and loyalty to the traditions of the empire, and at the same time fealty to the highest and best in the American ideal. Several social functions are held during the year: the Inaugural Banquet at which Britishers are cordially welcomed from all parts of the empire, and

duly initiated into membership; also the Empire Day celebration, from which gathering was sent last year a message of greeting to His Majesty the King.

President, F. G. White, '08, England; vice president, C. A. Dickinson, '09, New Zealand; secretary, T. D. Preston, '09, Ireland; social secretary, J. P. Freeman, '08, Nova Scotia.

## 6. Senate

As the result of a suggestion of the faculty, the students in May, 1907, adopted resolutions, creating a student senate to control such actions of the students as are out of harmony with the spirit of the School, and to be a medium for the expression of student sentiment to the faculty in matters of common interest. Nine men compose the senate—four Seniors, three Middlers, and two Juniors, elected by the entire student body. The plan has been in operation during the present School year and has proven successful.

The officers are: President, T. E. Jones, '08; vice president, George Crispin, '08; secretary, H. W. Northcott, '09.

## Contributions

To maintain the Training School's work on its present plane of efficiency, a yearly income of \$26,000, aside from tuition fees and room rentals, is required. Inquiries concerning the finances will receive prompt attention if addressed to L. L. DOGGETT, President, and remittances may be made payable to his order, or to H. H. BOWMAN, Treasurer.

The Training School has a partial endowment fund of \$88,000, which has been contributed by friends of the institution during the past few years.

This consists of the following funds:

Parmlee Memorial Fund.....	\$10,000
Horace Smith Fund.....	5,000
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Searle Library Fund.....	1,000
The Foss Student Loan Fund.....	1,000
Frances Moody Memorial Fund.....	10,000
Robert A. Harris Memorial Fund.....	1,000
General Fund .....	32,000
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	\$88,000



## Bequest for Endowment

I give and bequeath to the International Young Men's Christian Association Training School, Springfield, Mass., the sum of \_\_\_\_\_ to be safely invested by them and called the \_\_\_\_\_ Fund. The interest of this fund to be applied to the use of the School.

## Perpetual Loan Fund

For the purpose of founding a perpetual loan fund in the International Young Men's Christian Association Training School, Springfield, Mass. [or any of its departments, if so stated], I hereby give the sum of five thousand dollars—or its equivalent in good securities at cash value—to be safely invested by them, the income to be loaned toward the education of students who have already shown ability in the School.

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Springfield, Massachusetts

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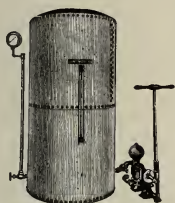
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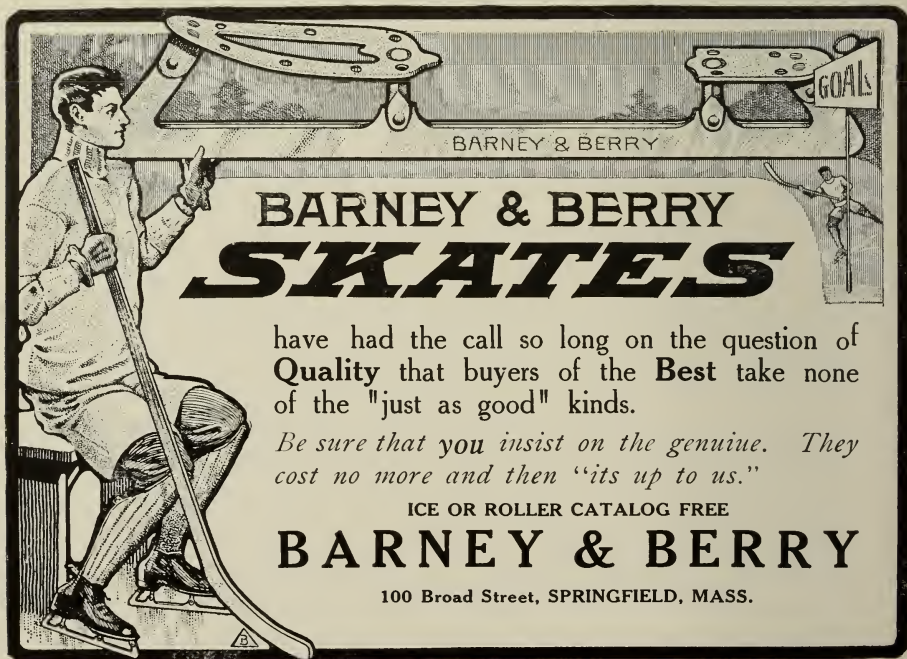
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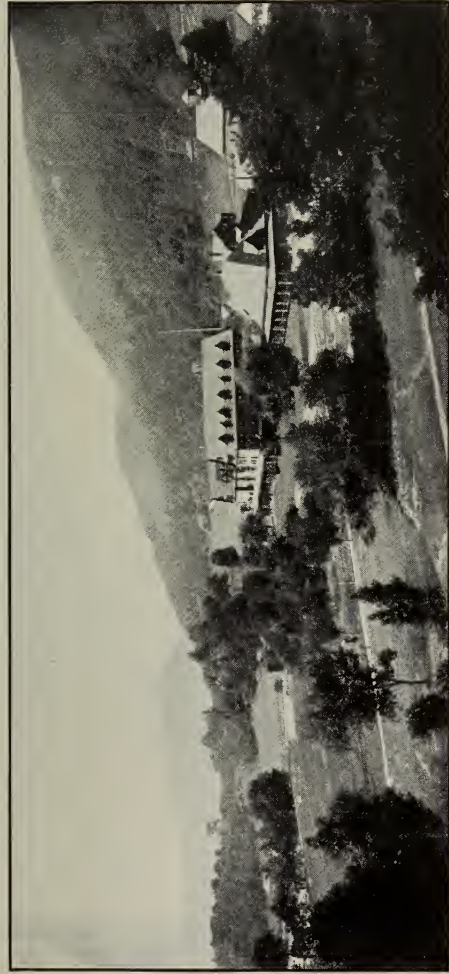
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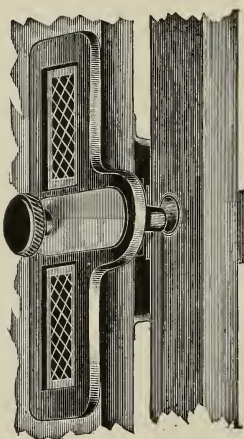
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